

WOODFORD COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR SCHOOL SOCIAL WORKER
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analyses) _____

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 1: Demonstrates commitment to the values and ethics of the social work profession and uses the NASW's professional standards Code of Ethics as a guide to decision making.				
1.1 Maintains confidentiality/punctual attendance				
1.2 Demonstrates ethical conduct with students, parents, school staff and community partners.				
Standard 2: Works collaboratively to mobilize the resources of the school district and community agencies to meet the needs of Children and families.				
2.1 Actively networks with community agencies and others.				
2.2 Utilizes family competencies to empower them to access resources.				
2.3 Demonstrates trust, open communication, respect, collaboration and effective coordination skills.				
Standard 3: Develops and provides training and educational programs that address the goals and mission of the school district.				
3.1 Facilitates mediations or other types of intervention.				
3.2 Seeks out resources and implements them as needed.				
3.3 Uses mediation and conflict-resolution Strategies to resolve educational problems				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 4: Organizes time, energy and workload to fulfill responsibilities and complete assignments with consideration for priorities among various responsibilities.				
4.1 Demonstrates good time management skills.				
4.2 Distinguishes between varying types of needs.				
4.3 Prioritizes student safety issues.				
Standard 5: Maintains accurate data that is relevant to planning, management and evaluation of school social work services.				
5.1 Keeps statistics of contacts and interventions.				
5.2 Conducts evaluations in curriculum and instruction planning and implementation.				
5.3 Reviews status of social work services with supervisor.				
Standard 6: Identifies children and target populations in need of services.				
6.1 Conducts student screenings.				
6.2 Utilizes at-risk criteria to identify service needs.				
6.3 Assists educators in identifying students for referral to School Social Work services.				
Standard 7: Conducts psychosocial assessments that include consultation with school staff, community agency representatives, Children and families.				
7.1 Consults comprehensive care staff, Cabinet for Families and Children staff and others.				
7.2 Assesses for multiple risk factors.				
7.3 Makes appropriate referrals as indicated by assessments.				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 8: Develops and implements intervention plans which will enhance children's ability to benefit from their educational experience.				
8.1 Involves parents/guardians in intervention plans.				
8.2 Intervention plans incorporate interventions by outside agencies.				
8.3 Intervention plans coordinate with and compliment services from outside agencies.				
8.4 Serves students in a way that enhances individual strengths.				
Standard 9: Acts as an advocate to identify areas of need not addressed by the school/district and community, and works to create those services.				
9.1 Advocates for children and families in a variety of situations.				
9.2 Collaborates with community partners to meet student and family needs, student success.				
9.3 Seeks to develop new resources as needed.				
Standard 10: Provides consultation to school personnel, school board members and community representatives to promote understanding and effective utilization of School Social Work services.				
10.1 Conducts group and individual orientations to school social work services.				
10.2 Bridges gaps between student, family, home, school and community through various activities.				
10.3 Provides consultation on a wide variety of issues such as discipline, confidentiality, substance abuse, mental health issues, attendance, multicultural factors and abuse/neglect issues.				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 11: Ensures that children and families are served within the context of multicultural understanding which enhances the child's learning experience.				
11.1 Demonstrates respect for, and understanding of, various cultures.				
11.2 Utilizes opportunities to educate others Regarding cultural differences.				
11.3 Secures and utilizes resources to minimize the impact of cultural or language barriers.				
Standard 12: Possesses knowledge basic to the social work profession, the school district, the process of education, relevant legislation and due process.				
12.1 Demonstrates awareness of laws and policies which specifically relate to the practice of school social work.				
12.2 Complies with statute in reporting abuse and neglect issues.				
Standard 13: Develops skills for effective Services to children, families, school staff and the community by participating in on-going training, and assuming responsibility for their own continued professional development.				
13.1 Seeks out professional development specific to school social work or related areas.				
13.2 Implements knowledge and skills acquired through professional development.				
Standard 14: Holds certification from Kentucky Department of Education as well as Kentucky licensure.				
14.1 Maintains licensure by attending appropriate and/or required professional development.				

Tenured _____
 Non-Tenured _____

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR TEACHERS

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____
 School _____

<u>Teacher Standards</u>	<u>Meets</u>	<u>*Does not Meet</u>
Meets Job Expectations/Descriptions	_____	_____
1. Demonstrates Professionalism	_____	_____
2. Demonstrates Knowledge of Content	_____	_____
3. Designs/Plans Instruction (Lesson Plans or Units)	_____	_____
4. Creates/Maintains Learning Climate	_____	_____
5. Implements/Manages Instructional Strategies	_____	_____
6. Assesses and Communicates Learning Results	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____
9. Engages in Professional Development	_____	_____
11. Demonstrates Implementation of Technology	_____	_____

Evaluatee's comments: _____

Evaluator's comments: _____

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

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___ 11. ___

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

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation
 Signature _____ Date _____

Employment Recommendation to Central Office:
 _____ Recommends for re-employment
 _____ Does not recommend for re-employment
 Principal's Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

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

Tenured _____
 Non-Tenured _____

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR ADMINISTRATORS

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Administrator Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Vision of Learning	_____	_____
2. School Culture and Instructional Program	_____	_____
3. Management	_____	_____
4. Collaborating with Families and Community	_____	_____
5. Acting with Integrity, fairness and in an Ethical Manner	_____	_____
6. Promotes success of all students	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's comments: _____

Evaluator's comments: _____

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

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation
 _____ Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:
 _____ Recommends for re-employment
 _____ Does not recommend for re-employment
 _____ Evaluator's Signature _____ Date _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

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

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR LIBRARIANS & MEDIA SPECIALISTS

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

Standards	Ratings Meets	*Does not meet
1. Demonstrates proficiency in the management and administration of the library media center.	_____	_____
2. Provides exemplary resources through collection development.	_____	_____
3. Provides effective library media services.	_____	_____
4. Enables students to become effective effective information users.	_____	_____
5. Assumes responsibility for professional growth practices.	_____	_____
6. Demonstrates Implementation of Technology.	_____	_____
Overall Rating:	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's comments:

Evaluator's comments:

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

Evaluatee: _____ Agree with this summative evaluation _____
 _____ Disagree with this summative evaluation _____ Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Woodford County Schools evaluation plan.

Employment Recommendation to Central Office:

_____ Recommends for re-employment _____
 _____ Does not recommend for re-employment _____ Supervisor's Signature _____ Date _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

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

Tenured _____
 Non-Tenured _____

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR GUIDANCE COUNSELORS

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

Evaluatee _____ Grade/Content Area _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings</u> <u>Meets</u>	<u>*Does not Meet</u>
1. Guidance and Counseling Program	_____	_____
2. Guidance Program Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's comments: _____

Evaluator's comments: _____

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

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation
 _____ Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Woodford County Schools evaluation plan.

Employment Recommendation to Central Office:
 _____ Recommends for re-employment
 _____ Does not recommend for re-employment
 _____ Supervisor's Signature _____ Date _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

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

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS

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

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Creates a Climate Conducive to Consultation	_____	_____
2. Employs a Variety of Effective Consultation Procedures	_____	_____
3. Participates in Professional Growth Activities	_____	_____
4. Follows the Policies and Procedures of the School District	_____	_____
5. Demonstrates a Sense of Professional Responsibility	_____	_____
6. Utilizes Time Effectively	_____	_____
7. Demonstrates the Ability to Communicate Effectively	_____	_____
8. Implements Program Effectively	_____	_____
9. Provides Effective Assessment Services	_____	_____
Overall Rating	_____	_____

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

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

Evaluatee's comments: _____

Evaluator's comments: _____

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

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation
 _____ Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Woodford County Schools evaluation plan.

Employment Recommendation to Central Office:
 _____ Recommends for re-employment
 _____ Does not recommend for re-employment
 _____ Supervisor's Signature _____ Date _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

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

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SCHOOL SPEECH PATHOLOGISTS

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

Evaluatee _____ School _____
 Evaluator _____ Position _____

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

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____

Evaluatee's comments: _____

Evaluator's comments: _____

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

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation
 _____ Signature _____ Date _____

Opportunities for appeal processes at both local and state levels are a part of Woodford County Schools evaluation plan.

Employment Recommendation to Central Office:
 _____ Recommends for re-employment
 _____ Does not recommend for re-employment
 _____ Supervisor's Signature _____ Date _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

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

WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SCHOOL SOCIAL WORKER

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

Evaluatee _____
 Evaluator _____ Position _____
 School _____

<u>Standards</u>	<u>Ratings</u> <u>Meets</u>	<u>*Does not Meet</u>
1. Demonstrates commitment to the values and ethics of the social work profession and uses the NASW's professional standards Code of Ethics as a guide to decision making.	_____	_____
2. Works collaboratively to mobilize the resources of the school district and community agencies to meet the needs of children and families.	_____	_____
3. Develops and provides training and educational programs that address the goals and mission of the school district.	_____	_____
4. Organizes time, energy and work load to fulfill responsibilities and complete assignments with consideration for priorities among various responsibilities.	_____	_____
5. Maintains accurate data that is relevant to planning, management and evaluation of school social work services.	_____	_____
6. Identifies children and target populations in need of services.	_____	_____
7. Conducts psychosocial assessments that includes consultation with school staff, community agency representatives, children and their families.	_____	_____
8. Develops and implements intervention plans which will enhance children's ability to benefit from their educational experience.	_____	_____
9. Acts as an advocate to identify areas of need not addressed by the school/district and community, and works to create those services.	_____	_____
10. Provides consultation to school personnel, school board members and community representatives to promote understanding and effective utilization of School Social Work services.	_____	_____
11. Ensures that children and families are served within the context of multicultural understanding which enhances the child's learning experience.	_____	_____
12. Possesses knowledge basic to the social work profession, the school district, the process of education, relevant legislation and due process.	_____	_____
13. Develops skills for effective services to children, families, school staff and the community by participating in ongoing training, and assuming responsibility for their own continued professional development.	_____	_____

Standards

**Ratings
Meets**

***Does not Meet**

14. Holds certification from KDE as well as
Kentucky licensure.

Overall Rating

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

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____

Evaluatee's comments: _____

Evaluator's comments: _____

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

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

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Woodford County Schools evaluation plan.

Employment Recommendation to Central Office:

_____ Recommends for re-employment
_____ Does not recommend for re-employment

Supervisor's Signature

Date

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

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

**WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM FOR SUPERINTENDENTS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION**

Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____ Position _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analyses) _____

Standards Performance Criteria						Professional Growth/ Comments
	Exceeded Expectation	Met	Growth Needed	Not Met	NA	
Standard 1 Educational Leadership						
1A. Ensures the Board of Education is informed of the conditions of the district's educational system						
1B. Assures effective communication between the Board and staff						
1C. Develops and recommends the overall objectives of the educational system						
1D. Advises the Board on items requiring Board action						
1E. Interprets and executes the intent of Board policy						
1F. Supports board action to public and staff						
1G. Implements the district's Consolidated Plan						
1H. Participates with staff and Board in curriculum development						
1I. Serves as the personnel official for the district and authorizes the employment and dismissal of all personnel						
1J. Ensures that the district is staffed with competent people who are delegated authority commensurate with their responsibilities						
Standard 2 District-wide Management						
2A. Directs the development of high professional standards in educational achievement, utilization and professional growth of staff						
2B. Supports performance evaluation of all staff and encourages professional growth						
2C. Demonstrates knowledge of school law						

Standards Performance Criteria						Professional Growth/ Comments
	Exceeded Expectation	Met	Growth Needed	Not Met	NA	
2D. Develops and recommends to the Board long-range plans consistent with population trends						
2E. Works effectively with the Kentucky Department of Education						
2F. Works effectively with the universities in the Teacher Training Program and other educational activities						
2G. See that an appropriate energy savings plan is developed for the district						
2H. Collaborates with appropriate local and state officials to convey the area's education needs and to offer solutions to such needs						
2I. Assures that all funds, physical assets, and other property are properly administered and safeguarded						
2J. Supervises operations, insisting on competent, efficient operation						
Standard 3 Interpersonal Relationships						
3A. Supervises development of sound policies relative to organization of school system						
3B. Establishes clear job descriptions and line/staff chain of command						
3C. Maintains positive communication/relationships with educational staff						
3D. Delegates authority appropriately						
3E. Involves staff in planning						
3F. Maintains open channels of communication with board						
3G. Maintains effective communication/relations with community						
3H. Maintains effective communication/relations with professional organizations impacting district						
Standard 4 Professional Responsibilities						
4A. Defends principle and conviction in the face of pressure and partisan influence						
4B. Maintains honesty and integrity in all professional matters						
4C. Earns respect and standing among professional colleagues						
4D. Devotes time and energy to job						
4E. Assumes responsibility for professional growth						
4F. Remains calm and exercises good judgment in crisis situations						

Standards Performance Criteria						Professional Growth/ Comments
4G. Works with other Board of Education employees and advisor, including the auditor, attorney, architect, and consultants	Exceeded Expectation	Met	Growth Needed	Not Met	NA	
District Goal Objective 1--Student Achievement						
5A. Works toward closing the achievement gap, reducing dropout and truancy rate, and increasing literacy						
District Goal Objective 2--Safe Schools						
5B. Works toward creating a safe and orderly working and learning environment						
District Goal Objective 3--Communication/Public Relations						
5C. Actively works toward increasing effective communication and improving public relations						
District Goal Objective 4--Personnel						
5D. Continually working toward improving the hiring and retention of quality personnel						
District Goal Objective 5--Facilities						
5E. Facilitates ongoing improvement and maintenance of current facilities and is actively involved in future construction projects.						

WOODFORD COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR SUPERINTENDENT

Form T

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

<u>Standards</u>	<u>Ratings Meets</u>	<u>*Does not Meet</u>
1. Educational Leadership	_____	_____
2. District-wide Management	_____	_____
3. Interpersonal Relationships	_____	_____
4. Professional Responsibilities	_____	_____
5. District Goals/Objectives	_____	_____
Overall Rating	_____	_____

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Evaluatee's comments: _____

Evaluator's comments: _____

Signature of Board Chairman _____ **Date** _____

Signature of Superintendent _____ **Date** _____

Signature Page

My signature below indicates that I have received a copy of the *Evaluation Plan for Certified Personnel 2009-10.*

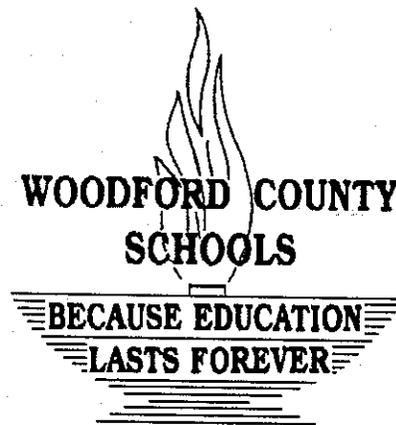
Certified Employee Signature

Date

WOODFORD COUNTY SCHOOLS

**EVALUATION PLAN
FOR CERTIFIED PERSONNEL
2009-10**

**WOODFORD COUNTY
SCHOOL DISTRICT**



*Performance Evaluation Plan
For
Certified Personnel*

PURPOSE FOR EVALUATION

The purposes of the Woodford County Schools' Performance Evaluation are to:

- A: Improve instruction for all learners.
- B: Provide a system of performance accountability of all certified employees.
- C: Provide a means for certified employees to improve their performance.
- D: Support individual personnel decisions.

Woodford County Mission

*The Woodford County School Community is dedicated
To the development of lifelong learners
And the promotion of success
For all students.*

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WOODFORD COUNTY EVALUATION PLAN REVIEW COMMITTEE

Teachers

Butler, Ellen
Curren, Sonya
Gilpin, Lesley
Hall, Jill
Harvey, Crystal
Haury, Kim
Hunt, Diane
Padgett, Lisa
White, Rick

School Administrators

Ryan Asher
Rob Akers
Larry Caudill
Michelle Cassady
Stephanie Koontz
Kimberly Parker-Brown
Garet Wells

Additional Staff

Sam Watkins, Director of
District-wide Programs
Candace James, Director of
District-wide Programs

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

The Woodford County Contact Person for Certified Evaluation is D. Scott Hawkins, Superintendent

The Evaluation Plan was approved at the May 26, 2009 Board of Education Meeting.

ROLES IN EVALUATION PROCESS

704 KAR 3:345; Section 4; (2) (a)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

DEFINITION OF ROLES/RESPONSIBILITIES

EVALUATOR

The one who is directly responsible for the supervision of the evaluatee and makes the assessments of his or her performance.

CONTRIBUTOR

One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or the evaluator.

ASSISTANT PRINCIPAL

At the direction of the principal, works with evaluatees in various phases of the evaluation process. The assistant principal may be delegated the role of evaluator.

ASSISTANT SUPERINTENDENT & PROGRAM COORDINATORS

Serve in a resource capacity to facilitate the carrying out of the evaluation process and as coordinators of the Personnel Performance Evaluation Process at the schools for which they have supervisory responsibility, performing such services as:

- (a) Providing professional development assistance to those involved in the process.
- (b) Giving advice and assistance in the formulation of prescriptions/objectives/actions (upon request of evaluatee and/or evaluator).
- (c) When requested by evaluatee and/or evaluator, may observe the evaluatee and make suggestions to improve performance.
- (d) Respond to requests by evaluatee and/or evaluator to diagnose difficulties being encountered in the attainment of objectives and action plans and make suggestions to overcome the problems.
- (e) Conduct planning and training activities for individuals he/she supervises.

PRINCIPAL

Serves in the capacity of evaluator:

- (a) Reviews evaluatee's Professional Growth Plan.
- (b) Observes evaluatee and makes suggestions; confers with contributors; confers with evaluatee as circumstances require.
- (c) Assesses performance of evaluatee.
- (d) Conducts culminating conference with evaluatee.
- (e) Monitor the evaluation process in each building.

SUPERINTENDENT

Serves in the capacity of evaluator of the Assistant Superintendent and other administrators as needed, and monitors the overall progress of the Evaluation Process.

BOARD OF EDUCATION Oversees the development of and approves the district evaluation system and policies. Evaluates the Superintendent.

EVALUATION PLAN REVIEW COMMITTEE

704 KAR 3:345 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Woodford County's Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan as adopted by the Board of Education; and (2) recommend improvements/changes.

A teacher and an administrator representing each school, and central office personnel will serve on the evaluation plan review committee. The principal of each school will designate the teacher representative.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised.

**EVALUATION CYCLE TIMELINE
FOR
MANAGEMENT OF PROFESSIONAL GROWTH PLAN AND DATA COLLECTION**

STEP	TIMELINE
1. Build Individual Professional Growth Plan - all certified employees	<ul style="list-style-type: none"> • As early as MAY 1 of the current school year, & • No later than OCTOBER 1 of the ensuing school year.
2. Review Evaluation Plan, including Standards and Performance Criteria and individual school's Indicators for criteria	<ul style="list-style-type: none"> • No later than the END OF 1ST MONTH of employees reporting for employment
2a. Give out applications for local evaluation appeals panel	<ul style="list-style-type: none"> • Before SEPTEMBER 1
3. Implement Action Plans	<ul style="list-style-type: none"> • As soon as Individual Professional Growth Plan (or Individual Corrective Action Plan, if needed) is signed.
4. Observations and conferences for data collection regarding performance of employee:	Conferences are to follow classroom observations by no more than five (5) work days.
4A. Classroom Teachers: Non-Tenured	4A. Minimum of two observations and conferences per school year: First-before scheduled WINTER VACATION Second-no later than APRIL 10
4B. Classroom Teachers: Tenured	4B. Minimum of one observation/conference per school year no later than APRIL 10 . During the third year of the evaluation cycle, the summative evaluation conference will take place during the spring semester of that year. The summative evaluation is due to Central Office by April 15.
4C. Other certified staff (school & district: Non-teaching employees; Administrators)	4C. Conference AT LEAST ONCE EACH SEMESTER for an update regarding Performance Criteria and progress of Growth/Action Plans.
4A/B/C. Classroom Teachers, other certified staff; Non-teaching employees; Administrators	4A/B/C. *At any time, memos regarding outstanding performance may be written; * At any time, conferences may be conducted and Individual Corrective Action Plans and/or memos written to note areas of concern. These memos become part of the evaluation folder.
5. Continuous Observations/Conferences/Corrective Action Plans	5. At any time; prior notice is not required.
6A. Assess results, review/revise if needed, the current year's Professional Growth Plan	6A. No later than the LAST DAY OF THE SCHOOL YEAR .
6B. Evaluator recommendation for non-renewal of contract.	6B. In writing to the Superintendent no later than APRIL 15 .

THE EVALUATION PROCESS - HOW IT WORKS

EMPLOYEE ORIENTATION TO EVALUATION PLAN

Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's evaluation system within one month of reporting for employment. This includes providing a copy of the handbook to all employees. The contents of the evaluation plan handbook must be reviewed with each employee prior to any observation/evaluation. All certified personnel must have immediate notice of any changes made, and appropriately approved, to the evaluation process.

The annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards and Performance Criteria for Teachers/Administrators. Each building principal is responsible annually for developing and explaining to building personnel the Indicators (or "Look-Fors") for Performance Criteria that are building-specific, based on the school's comprehensive improvement plan goals, professional development training the staff has taken, or other factors. The building principal is responsible for providing, upon employee request, a copy of any additional job description which is not included in the Appendix of the Evaluation Plan Handbook.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA

The list of Evaluation Standards and Performance Criteria for Teachers/Administrators' shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria, such as descriptions, applicable local Board policies, and the Kentucky School Personnel Code of Ethics) be understood by all parties.

INDIVIDUAL PROFESSIONAL GROWTH PLAN

The Professional Growth Plan is an individualized plan that includes goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator. It includes action plans to achieve the goals/objectives and a method of evaluating success.

An employee's Individual Professional Growth Plan (IPGP) must be aligned with the specific goals, objectives, and action plans of the school's Comprehensive School Improvement Plan, Professional Development plan, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early as May 1 of the current year for continuing employees. The advantage of including the IPGP in the spring for the next school year is that professional development activities tied to growth objectives may be available for the certified employee during the summer before the next school year. The IPGP must be completed with employees new to a building (newly hired or transferred employees) no later than October 1 of the new school-year.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

The IPGP must be reviewed annually by the evaluator and evaluatee. This should occur no later than the end of the school year for teachers and non-teaching certified school personnel. Some Growth Objectives may be long-range or ongoing and may be continued with little or no revision during the evaluation cycle. When new growth objectives for an IPGP are appropriate, they may be developed during the end-of-year conference for the succeeding school year.

Opportunities for the professional growth of the superintendent are provided pursuant to KRS 156.111.

FORMATIVE EVALUATION

Formative evaluation, by definition in 704 KAR 3:345, is a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

For tenured teachers in the formative evaluation cycle, observations/conferences will be done once each year. Conferences are to follow classroom observations by no more than five (5) work days. If an area of concern is found, the teacher may be placed in the summative evaluation process, and shall receive written notification.

Tenured teachers are in summative evaluation every three (3) years. During the third year of the evaluation cycle, the formal observation and conference will take place. In the spring of the summative year, a summative conference must be held (see - Summative Evaluation).

For non-tenured teachers in the formative phase of the annual evaluation cycle, formative observations/conferences will be done twice a year. Non-tenured teachers must be observed before the scheduled winter vacation in the fall semester and no later than April 10 in the spring semester. For all employees, tenured and non-tenured, the formal observations will be scheduled. All observations will be conducted openly with full knowledge by the evaluatee. A feedback conference should follow a formal observation by no more than five (5) work days. A summative conference must be held by April 10.

Unannounced informal observations (drop-in visits of less than a full observation) may be made at any time by the evaluator. An employee who is experiencing problems in any area of expectation may have as many observations, conferences, and/or corrective action plans or memos as are necessary to document the situation - including assistance offered by the evaluator. These observations do not require prior notice.

During the formative evaluation cycle, data is collected to the eleven (11) Teacher Standards six (6) Administrator Standards. After a classroom observation is made, the observer will analyze data taken during the observation, using the Teacher Standards & Performance Criteria as a frame of reference.

In identifying areas (strengths, enrichment, and/or improvement) to be recognized on the Post-Observation Conference Formative Report Form, there is no set number. Sometimes more areas will be identified than actually will be targeted. The evaluator will decide the most important priorities and key the emphasis upon them. The priorities could be areas of strength, enrichment, and/or improvement.

If an area of improvement from the classroom observation is noted on the Formative Report Form, the item must have a corresponding written prescription, or action plan, to remediate or assist. This may be specifically noted and written on the Formative Report Form in the Data Collection space, or an Individual Corrective Action Plan (ICAP) may be established.

The ICAP may be written to any of the eleven (11) Teacher Standards needing correction/attention.

During the conference, once an area of improvement, with corresponding procedures, has been noted on either a Formative Report Form or an ICAP, its implementation begins immediately. The primary responsibility for initiating activities and procedures in either an ICAP or Formative Report Form, is with the evaluatee, except as written otherwise and agreed upon during conferencing.

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other than the first and subsequent formative observations/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences be held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process.

The evaluators will be expected to make formal/informal observations, as appropriate, so that meaningful feedback can be given in a clinical way - emphasizing objectivity in data collection and collaboration in its interpretations. Administrators in Woodford County who will be primary evaluators, have been and are trained in the concepts and skills of clinical supervision and in a variety of observational processes. In addition, certified employees designated as evaluators complete training which allows their compliance with 704 KAR 3:345 (revised 2/7/97). Documentation of twelve (12) hours biannual evaluation training will be kept in the appropriate database at the Central Office.

SUMMATIVE EVALUATION

Summative evaluation means the summary of, and conclusions from, all evaluation data, including formative evaluation data. Summative evaluation occurs at the end of an evaluation cycle; annually for non-tenured certified teachers, annually for administrators, and every third year for tenured certified personnel. The Summative evaluation process includes a conference between the evaluator and the evaluated certified employee and a written evaluation report.

The evaluator will assess results, reviewing all data collected during the evaluation cycle under which the evaluatee falls. This is done so the evaluator can make a determination as to whether or not an evaluatee's work is satisfactory, and, if necessary, can be done at any time during the cycle, so long as previous steps in the cycle have been completed and documented.

In deciding whether or not an evaluatee's work is satisfactory, the evaluator shall identify the standards which are being met as determined by the Performance Criteria, and, where they are not being met, whether movement toward attainment is indicated by reviewing data from formative evaluation (i.e., evaluatee's progress, or lack of, toward accomplishment of improvement objectives established for the employee). In all cases where data support the evaluatee's accomplishment of that which was prescribed - even when accomplishment does not result in full attainment of the Standard - performance is to be termed satisfactory.

Non-attainment of a Standard does not necessarily indicate overall unsatisfactory performance. Failure - either through unwillingness or inability - to make satisfactory progress as previously documented by the evaluator on Formative Report Forms, Individual Corrective Action Plan, memos, or other forms of documentation, does indicate overall unsatisfactory performance. When this is the case, the evaluator must so indicate in the appropriate place on the Summative Evaluation Form. When a "Does not recommend for re-employment" is made, this must be communicated to the evaluatee during the summative evaluation conference.

For those employees whose Summative evaluation will result in a termination of employment, the written recommendation for non-renewal of contract accompanied by supporting documentation, must be given to the Superintendent no later than April 15. (KRS 161.790).

ADMINISTRATORS ANNUAL EVALUATIONS

Administrators who receive annual Summative evaluations according to 704 KAR 3:345 are Central Office certified staff, principals, assistant principals, and guidance counselors. These administrators must have an individual Professional Growth Plan and a Summative Evaluation each year, whether they are tenured or non-tenured.

The evaluation of counselors and assistant principals is conducted by the principal. Principal evaluations are conducted by the Superintendent or designee.

The Superintendent is evaluated by the Board of Education. Other central office staff evaluations are conducted by the immediate supervisors as indicated by the organizational chart.

OPPORTUNITY FOR RESPONSE

Both parties in the Woodford County evaluation system have the opportunity to make written comments in spaces provided on Individual Corrective Action Plans and the Summative Evaluation form. Additional written responses may also be made and attached. Signatures on evaluation forms merely indicate that the evaluation process has been executed and do not necessarily indicate an agreement.

A copy of the evaluation shall be provided to the evaluatee. 704 KAR 3:345, Section 4(2)(e).

OFFICIAL FORMS

All evaluations of certified staff in the Woodford County Schools will be recorded on official forms provided in this plan, and all summative evaluation forms (except the Superintendents) will be filed in the employee's personnel file at the Board Office.

APPEALS PROCESS

For appeals to the local evaluation appeals panel, certified personnel shall have the:

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

I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION

A. Summative

1. No more than ten (10) work days after receipt of the summative evaluation form, the certified employee must present a request on the appropriate form for a review of the evaluation to the Appeals Panel c/o the Superintendent. The request must:
 - a. Be attached to a copy of the summative evaluation form.
 - b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
2. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after receipt of the request for review. The panel may issue, to both appealee and evaluator, no more than two (2) work days after meeting to review the appeal, an invitation to meet with the panel (separately, not together). The purpose of this review will be to obtain additional information needed to prepare for a hearing.
 - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
 - b. This hearing is to take place no more than five (5) work days after receipt of the notification.
 - c. Both the appellant and the evaluator are notified of the right to be accompanied by a chosen representative.
 - d. After reviewing all documents and interviewing both evaluator and appellant, the local appeals panel will reach its decision by consensus.
 - e. The panel shall issue its written opinion to the Superintendent, within three (3) work days. A copy of the results of the hearing shall be placed in the appellant's official file, attached to the Summative evaluation in question.

- f. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days.
3. The superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured appealees.
4. (For tenured appellants only.) Under the law, tenured employees facing dismissal may appeal a Superintendent's decision to a tribunal created for this purpose. Note that tribunal members are not employed by the district which employs the appellant.
5. Opportunity to Appeal: Any certified staff member who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Department of Education shall have the opportunity to appeal his/her "evaluation" to the State Board of Education.

II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL

- A. Before September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeal Panels, if elected.
- B. Employees interested in serving, if elected, are to return their completed application to the Central Office within one week of receipt.
- C. By September 15, the Central Office will prepare and distribute to all certified employees a ballot listing alphabetically all applicants, along with their position title and work location.
- D. Completed ballots are to be returned to the Central Office by the next school day.
- E. Central Office personnel will tabulate ballots and the applicant receiving the greatest number of votes shall be elected for a two-year term. The applicant receiving the second greatest number of votes shall be designated as an alternate member in case one of the regular members cannot serve on the panel. The alternate member will serve a one year term.
- F. Annually, the names of the elected applicants shall be presented to the Board at its next meeting so that the Board may appoint them to serve on the panel.
- G. Every two years the superintendent will present to the Board, one certified member and one alternate from central office staff to serve a two year term on the panel.

Once elected and appointed to the Local Evaluation Appeals Panel, a certified employee shall not serve a subsequent term, which is successive.

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school evaluation folder which will hold the following:

- Professional Growth Plan(s) (As described in 704 KAR 3:345, Section 1, Paragraph 11, (a, b and c).
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Evaluation for Teachers/Administrators Form

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will cause to be placed in evaluatee's folders at the Central Office, the originals of the Summative Evaluation Form and all Professional Growth Plan pages created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report.

Notes:

- (1) For areas of strength, enrichment, and/or improvement, specific Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
- (2) Prescription - Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
- (3) **No** item regarding growth, poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**
- (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. Where they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.

- (5) Records retention of the school (principal's working) evaluation folder should be as follows:
- (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure;
 - (b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees.

III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, Assistant Superintendents, and Program Coordinators.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

THIRD PARTY OBSERVER PROCESS

(This process is followed if the certified school employee requests an additional evaluation following their primary evaluation)

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

PROFESSIONAL GROWTH FOR THE SUPERINTENDENT

Opportunities for the professional growth of the superintendent will be provided pursuant to KRS 156.111 and 704 KAR 3:406.

PROFESSIONAL PORTFOLIO

At the discretion of the School Principal, a working portfolio may be required of all certified employees within the school. The working portfolio for teachers is a notebook that contains information that gives evidence of meeting professional responsibilities. It is reviewed annually by the evaluator.

APPENDICES

Woodford County Public School Evaluation Standards & Performance
Criteria for Teachers Appendix A

Woodford County Public School ISLLC Evaluation Standards &
Performance Criteria for Education Administrators Appendix B

Kentucky's School Personnel Code of Ethics Appendix C

Woodford County Public School Evaluation Forms Appendix D

** All Woodford County Schools job descriptions are available at Central Office.*

Evaluation Standards and Performance Criteria for Teachers

<p>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</p> <p>The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.</p>
<p>1.1 Communicates concepts, processes, and knowledge.</p>
<p>Performance Descriptor</p>
<ul style="list-style-type: none"> • Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students. • Uses vocabulary that is clear, correct, and appropriate for students.
<p>1.2 Connects content to life experiences of students.</p>
<p>Performance Descriptor</p>
<ul style="list-style-type: none"> • Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
<p>1.3 Demonstrates instructional strategies that are appropriate for content.</p>
<p>Performance Descriptor</p>
<ul style="list-style-type: none"> • Consistently uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.
<p>1.4 Guides students to understand content from various, diverse, multicultural, and/or global perspectives.</p>
<p>Performance Descriptor</p>
<ul style="list-style-type: none"> • Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.
<p>1.5 Identifies and addresses student's misconceptions of content.</p>
<p>Performance Descriptor</p>
<ul style="list-style-type: none"> • Consistently identifies and addresses misconceptions related to content during planning and addresses them through appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

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

2.1 Plans assessments to guide instruction and measure learner outcomes.

Performance Descriptor

- Develops frequent, well-designed assessments that align with learner outcomes, guide instruction, and measure learning results.
- Uses assessment to develop instructional unit (i.e. backward planning model)

2.2 Develops significant learner outcomes aligned with Program of Studies and Core Content for Assessment.

Performance Descriptor

- Develops challenging and appropriate learner outcomes that are aligned with POS and CCA.

2.3 Plans instructional strategies and activities that address learner outcomes for all students.

Performance Descriptor

- Plans and designs instruction based on multiple sources of data.
- Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learner outcomes.

(i.e. PAS Data, Pre-assessments, Common Assessments, DRA, T-Pro, Flashbacks, Exit Slips, CATS Data, etc.)

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

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

3.1 Communicates high expectations.

Performance Descriptor

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

3.2 Establishes and maintains a safe, positive, and productive learning environment.

Performance Descriptor

- Establishes and maintains a fair, respectful and productive classroom environment conducive to learning.
- Establishes and maintains a classroom environment that is both emotionally and physically safe for all students.

3.3 Values and supports student diversity and addresses individual needs.

Performance Descriptor

- Consistently uses a variety of strategies and methods to support student diversity by addressing individual needs.

(ie- race, socio-economic, gender, and disability)

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

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

4.1 Uses a variety of instructional strategies that support and accomplish learner outcomes, actively engage students, and facilitate higher order thinking.

Performance Descriptor

- Consistently implements a sequence of appropriate and varied instructional strategies that actively engage all students in meeting learner outcomes.

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

Performance Descriptor

- Implements differentiated instruction based on contextual information and assessment data.
- Provides on the spot intervention and modifies instruction as needed.

4.3 Uses time and resources effectively.

Performance Descriptor

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

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

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

5.1 Frequently uses pre-assessments and on-going formative and summative assessments to analyze and evaluate student performance data.

Performance Descriptor

- Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
- Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. (i.e., live scoring, exit slips, flashbacks, open response questions, and common KCCT-like assessment at the appropriate DOK Level.)
- Consistently analyzes and evaluates student performance data to determine student progress, identify differences among student groups, and drive instructional practice.

5.2 Communicates learning results to students and parents.

Performance Descriptor

- Clearly and consistently communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. (Displays quality work and school/student goals, shares assessment results, posts current grades in student information systems, progress reports, report cards, midterms, emails, newsletters, phone calls, parent/student conferences.)

5.3 Allows opportunity for student self-assessment and improved academic performance.

Performance Descriptor

- Provides on-going opportunities for students to assess and reflect on their own performance in order to improve to an exemplary level.
- Promotes opportunities for students to engage in accurate self-assessment of learning in order to identify strengths and to set goals for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

6.1 Uses available technology to design, plan instruction, and implement instruction that facilitates student learning.

Performance Descriptor

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

6.2 Integrates student use of available technology into instruction.

Performance Descriptor

- Provides varied and authentic opportunities for all students to use appropriate technology to further their learning and/or produce high quality products.

6.3 Uses available technology to assess and communicate student learning.

Performance Descriptor

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

6.4 Demonstrates ethical and legal use of technology.

Performance Descriptor

- Ensures that personal use and student use of technology are ethical and legal, safe and secure.
- Adheres to Woodford County's Acceptable Use Policy.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning.

Performance Descriptor

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

7.2 Uses data to reflect on and evaluate instructional practice.

Performance Descriptor

- Analyzes student performance data to drive instructional practice.

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

Performance Descriptor

- Identifies areas for professional growth using appropriate data in collaboration with school/district goals.
- Reflects on student performance and instructional practices in collaboration with school/district goals to develop a plan for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs. These programs should 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 Uses collaboration to enhance student learning.

Performance Descriptor

- Identifies students whose learning could be enhanced by collaboration and appropriate intervention strategies.

8.2 Designs a plan to enhance student learning that includes appropriate parties in the collaborative efforts.

Performance Descriptor

- Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

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

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Performance Descriptor

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

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

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

9.1 Identifies priorities for professional development based on self-assessment, student performance data and feedback through Professional Learning Communities.

Performance Descriptor

- Reflects and accurately assesses current performance from multiple sources (i.e., self-assessment, student performance, feedback from Professional Learning Communities, school/district initiatives) and identifies priority areas for growth.

9.2 Designs a professional growth plan that addresses identified priorities.

Performance Descriptor

- Designs a clear, logical professional growth plan that addresses all identified priority areas.

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

Performance Descriptor

- Shows clear evidence of impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

10.1 Collaborates with a school administrator to identify leadership opportunities that enhance student learning and/or professional environment of the school.

Performance Descriptor

- Collaborates with school administrators to identify leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change.

10.2 Engages in leadership activities.

Performance Descriptor

- Plans, organizes and implements a leadership opportunity initiative.

10.3 Evaluates executed leadership efforts.

Performance Descriptor

- Reflects on current leadership efforts and identifies future leadership opportunities.

STANDARD 11: PROFESSIONAL RESPONSIBILITIES

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

Performance Descriptor

- Builds positive relationships within and between school and community.
- Models, writes and speaks effectively.
- ✓• Practices punctuality and good attendance for all duties.
- ✓• Performs other (out of class) duties consistent with contract/job expectations.
- ✓• Adheres to school board policies/procedures, school council policies/procedures and state professional Code of Ethics.
 - Maintains confidentiality
 - Follows proper channels to address issues and answers.
 - Actively serves on various school/district committees.
 - Attends ARC, 504 and SEA meetings, when notified and adheres to all steps of due process.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

ISLLC EVALUATION STANDARDS FOR EDUCATION ADMINISTRATORS

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.
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.
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.
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.
5. **INTEGRITY, FAIRNESS, 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.
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.

ISLLC
EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR
EDUCATION ADMINISTRATORS

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

Standard 1:

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

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
- 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, mission and implementation plans are regularly monitored, evaluated and revised

Standard 2:

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

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:

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.

The administrator facilitates processes and engages in activities 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 entrepreneur ally 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:

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.

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:

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner

The administrator facilitates process and engages in activities ensuring 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 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 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

Standard 6:

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

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

CODE OF ETHICS
704 KAR20:680

Section 1: Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

THE STUDENTS

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall not deliberately suppress or distort subject matter for which the educator bears responsibility.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

THE PARENTS

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantage.

EDUCATION PROFESSION

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

WOODFORD COUNTY PUBLIC SCHOOL EVALUATION PLAN FORMS

Individual Professional Growth Plan	Form A
Post-Observation Conference and Formative Report Form	Form B
Individual Corrective Action Plan	Form C
Local Evaluation Appeals Form	Form D
Application for Election to Membership Local Evaluation Appeals Panel	Form E
Woodford County Public School Summative Conference Form for Administrators	Form F
Woodford County Public School Summative Conference Form for Librarians & Media Specialist	Form G
Woodford County Public School Summative Conference Form for Guidance Counselors	Form H
Woodford County Public School Summative Conference Form for School Psychologists	Form I
Woodford County Public Schools Summative Conference Form for School Speech Pathologists	Form J
Woodford County Public School Summative Conference Form for School Social Worker	Form K
Woodford County Public School Summative Evaluation Form for Teachers	Form L
Woodford County Public School Summative Evaluation Form for Administrators	Form M
Woodford County Public School Summative Evaluation Form for Librarians & Media Specialist	Form N
Woodford County Public School Summative Evaluation Form for Guidance Counselors	Form O
Woodford County Public School Summative Evaluation Form for School Psychologists	Form P
Woodford County Public School Summative Evaluation Form for School Speech Pathologists	Form Q
Woodford County Public School Summative Evaluation Form for School Social Worker	Form R
Woodford County Public School Summative Conference Form for Superintendent	Form S
Woodford County Public School Summative Evaluation Form for Superintendent	Form T
Woodford County Public School Signature Page	Form U

**WOODFORD COUNTY SCHOOLS
POST-OBSERVATION CONFERENCE AND
FORMATIVE REPORT FORM
FOR TEACHERS**

Teacher	Date of Observation	School
Subject Area	Period / Time	Grade / Level

<i>Teacher Standards</i>	<i>Meets</i>	<i>Growth Needed</i>	<i>Comments/ and/or Prescription for Growth</i>
<p>Standard 1: The Teacher Demonstrates Applied Content Knowledge</p> <p>1.1 Communicates concepts, processes, and knowledge.</p> <p>1.2 Connects content to life experiences of students.</p> <p>1.3 Demonstrates instructional strategies that are appropriate content.</p> <p>1.4 Guides students to understand content from various, diverse, multi-cultural, and/or global perspectives.</p> <p>1.5 Identifies and addresses student's misconceptions of content.</p>			
<p>Standard 2: The Teacher Designs and Plans Instruction</p> <p>2.1 Plans assessments to guide instruction and measure learner outcomes.</p> <p>2.2 Develops significant learner outcomes aligned with Program of Studies and Core Content for Assessment.</p> <p>2.3 Plans instructional strategies and activities that address learner outcomes for all students.</p>			
<p>Standard 3: The Teacher Demonstrates and Maintains Learning Climate</p> <p>3.1 Communicates high expectations.</p> <p>3.2 Establishes and maintains a safe, positive and productive learning environment.</p> <p>3.3 Values and supports student diversity and address individual needs.</p>			

Standard 4: The Teacher Implements and Manages Instruction	<i>Meets</i>	<i>Growth Needed</i>	
<p>4.1 Uses a variety of instructional strategies that support and accomplish learner outcomes, actively engage students, and facilitate higher order thinking.</p> <p>4.2 Implements instruction based diverse student needs and assessment data.</p> <p>4.3 Uses time and resources effectively.</p>			
<p>Standard 5: The Teacher Assesses and Communicates Learning Results</p> <p>5.1 Frequently uses on-going formative and summative assessments to analyze and evaluate student performance data.</p> <p>5.2 Communicates learning results to students and parents.</p> <p>5.3 Allows opportunity for student self-assessment and improved academic performance.</p>			
<p>Standard 6: The Teacher Demonstrates the Implementation of Technology</p> <p>6.1 Uses available technology to design, plan instruction, and implement instruction that facilitates student learning.</p> <p>6.2 Integrates student use of available technology into instruction.</p> <p>6.3 Uses available technology to assess and communicate student learning.</p> <p>6.4 Demonstrates ethical and legal use of technology.</p>			
<p>Standard 7: Reflects on and Evaluates Teaching and Learning</p> <p>7.1 Evaluates formative and summative performance data.</p> <p>7.2 Uses data to reflect on and evaluate instructional practice.</p> <p>7.3 Uses data to reflect on and identify areas for professional growth.</p>			
<p>Standard 8: Collaborates with Colleagues/ Parents/Others</p> <p>8.1 Uses collaboration to enhance student learning.</p> <p>8.2 Designs a plan to enhance student learning that includes appropriate parties in the collaborative efforts.</p>			

Standard 8: Collaborates with Colleagues/ Parents/Others	<i>Meets</i>	<i>Growth Needed</i>	
8.3 Implements planned activities that enhance student learning and engage all appropriate parties. 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.			
Standard 9: Evaluates Teaching and Implements Professional Development 9.1 Identifies priorities for professional development based on data from self-assessment, student performance and feedback through Professional Learning Communities. 9.2 Designs a clear, logical professional growth plan that addresses all priority areas. 9.3 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.			
Standard 10: Engages in Professional Development 10.1 Collaborates with a school administrator to identify leadership opportunities that enhance student learning and well-being. 10.2 Engages in leadership activities. 10.3 Evaluates executed leadership efforts.			
Standard 11: Professional Responsibilities 11.1 Demonstrates professional responsibility			

**REFLECTION
DATA COLLECTION**

(Areas of Strength, Enrichment and/or Improvement)

TEACHER REFLECTION

PRINCIPAL REFLECTION

Evaluatee: _____ *Agree with this formative
evaluation*

Evaluatee's Signature Date

_____ *Disagree with this formative
evaluation*

Evaluator's Signature Date

**WOODFORD COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN
For**

Name _____

Date _____

Work Site _____

Standard Number	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Evidence of Growth And Target Dates

<i>Individual Corrective Action Plan Developed:</i>		<i>Status:</i>	
		<i>Achieved</i>	<i>Not Achieved</i>
_____ <i>(Evaluatee's Signature)</i>	_____ <i>(Date)</i>	_____ <i>(Evaluatee's Signature)</i>	_____ <i>(Date)</i>
_____ <i>(Evaluator's Signature)</i>	_____ <i>(Date)</i>	_____ <i>(Evaluator's Signature)</i>	_____ <i>(Date)</i>

Additional Dates Met To:

Review/Discuss/Plan

**WOODFORD COUNTY SCHOOLS
LOCAL EVALUATION APPEALS FORM**

Reason for the appeal of Summative Evaluation: (Attach pages as needed)

Submit this form no more than ten (10) work days after receipt of the Summative Evaluation being appealed to the Certified Evaluation Appeals Panel c/o the Superintendent.

Signature of Appellant

Date Appeal is Filed

WOODFORD COUNTY SCHOOLS
APPLICATION FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL

EVALUATION PLAN

I, _____, am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

Signature

Date

School

Grade/Subject Area

WOODFORD COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR ADMINISTRATORS
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Vision of Learning				
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members				
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 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, mission, and implementation plans are regularly monitored, evaluated, and revised				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 2: School Culture and Instructional Program				
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				
25. 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				
215. The school culture and climate are assessed on a regular basis				
2.16. A variety of sources of information is used to make 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				
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				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 3: Management				
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 entrepreneur ally 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 schools records are maintained				
Standard 4: Collaborating with Families and Community				
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				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 4: Collaborating with Families and Community				
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: Acting with Integrity, fairness and in an Ethical Manner				
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 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 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				

Standards Performance Criteria	(*May check more than one rating.)			Comments
Standard 5: Acting with Integrity, fairness and in an Ethical Manner	Met	Growth Needed	Not Met	
5.10 Demonstrates appreciation for and 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				
Standard 6: Political, Economic, Legal				
6.1 The Environment in which schools operate is influenced on behalf of students and their families.				
6.2 Communication 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				

WOODFORD COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR LIBRARIANS & MEDIA SPECIALIST
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations; professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____
 Evaluator/Observer _____ Position _____
 Date of Conference (analysis) _____ School _____

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Management and Administration of the Library/Media Center				
1.1 Plans long-range goals of the library media center program with faculty, administration and students.				
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.				
1.3 Administers the budget according to the goals and objectives of the program.				
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.				
1.5 Develops library media center policies, e.g. Materials selection, collection development, circulation, challenged materials, copyright, and technology.				
1.6 Administers a library media program that utilizes flexible access.				
1.7 Develops plans for maintaining a tech. current facility and program 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress MARC format				
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Management and Administration of the Library/Media Center				
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13 Is responsible for the proper use of the facility, materials and equipment.				
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.				
1.16 Maintains positive student interaction through a variety of instructional strategies				
1.17 Presents content in a manner that reflects sensitivity to a diverse population				
Standard 2: Provides exemplary resources through collection development				
2.1 Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.				
2.2 Possesses board knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.				
2.4 Maintains a professional collection.				
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school's curriculum and educational philosophy.				
2.6 Keeps a card or automated catalog current.				
2.7 Maintains statistical records needed to verify collection of the library.				
2.8 Makes general repairs, weeds collection, and takes annual inventory as directed in board policy.				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 3: Provides effective library media services.				
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.				
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.				
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.				
3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprinting materials.				
3.7 Assists-faculty in the selection of materials to supplement classroom instruction.				
3,8 Establishes positive rapport with staff and students.				
3.9 Makes the library media center and its resources accessible to students and faculty.				
3.10 Provides orientation for new faculty and students.				
3.11 Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.12 Facilitates the circulation of materials among schools in the district or with other agencies.				
3.13 Is available as a personal resource for all students and faculty.				
3.14 Provides the resources and promotes recreational reading for school				

Standards Performance Criteria	(*May check more than one rating.)			Comments
Standard 4: Enables students to become effective information users	Met	Growth Needed	Not Met	
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.				
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
4.4 Provides for independent and cooperative group learning.				
4.5 Guides students in the selection of appropriate resources.				
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
4.7 Promote appreciation of various forms of literature emphasizing the highest quality.				
4.8 Encourage students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.				
4.9 Incorporates the use of technology in accessing information.				
4.10 Assists students in the use of multi-media for completed projects.				
4.11 Uses a variety of classroom management techniques that foster individual responsibility and cooperation				
Standard 5: Assumes responsibility for professional growth practices.				
5.1 Follows the school's policies and procedures.				
5.2 Promotes compliance with copyright laws.				
5.3 Handle concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.				
5.4 Attends local professional growth activities and meetings.				
5.5 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences and other activities related to the field.				

Standards Performance Criteria	(*May check more than one rating.)			Comments
Standard 5: Assumes responsibility for professional growth practices.	Met	Growth Needed	Not Met	
5.6 Demonstrates punctuality and good attendance for all duties				
5.7 Adheres to the state professional code of ethics				
5.8 Adheres to school board policies and administrative procedures				
Standard 6: Demonstrates Implementation of Technology				
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 communications				
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 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				

Standards Performance Criteria	(*May check more than one rating.)			Comments
Standard 6: Demonstrates Implementation of Technology	Met	Growth Needed	Not Met	
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				

WOODFORD COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR GUIDANCE COUNSELORS
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analyses) _____ School _____

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Guidance and Counseling Program				
1A. Creates a climate conducive to counseling				
1A1. Displays non-judgmental and accepting attitude				
1A2. Shows respect for others through active listening				
1A3. Maintains the confidentiality of student interviews				
1A4. Provides opportunities for students to explore problems and weigh alternatives in decision making				
1A5. Encourages students to set goals and assume responsibility for meeting them				
1B. Employs a variety of effective guidance and counseling procedures				
1B1. Counsels with students individually				
1B2. Counsels with students in small groups				
1B3. Conducts class/ large group sessions on appropriate topics				
1B4. Consults with parents and staff				
1B5. Provides inservice workshops for interested staff and parents				
1C. Provides for individual differences effectively				
1C1. Responds positively to students' requests for help				
1C2. Provides developmental activities emphasizing positive mental health				
1C3. Communicates with students in a manner appropriate to age and level of understanding				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Guidance and Counseling Program				
1C4. Uses and interprets cumulative data to assist students				
1C5. Assists in appropriate educational planning and placement with individual students				
1C6. Systematically contacts students who need assistance				
1D. Displays competent knowledge of guidance and counseling				
1D1. Demonstrates knowledge of child/ adolescent growth and development				
1D2. Selects and administers appropriate test instruments and uses results appropriately				
1D3. Displays knowledge of environmental factors and situations which affect students' behavior and development				
1D4. Selects and uses guidance materials appropriate for the abilities and interests of students				
1D5. Communicates knowledge of methods and techniques used to change student behavior				
1D6. Demonstrates use of a variety of resources, including technology				
1E. Uses guidance and counseling time effectively				
1E1. Allots a realistic amount of time for specified guidance activities				
1E2. Is available to students at appointed times				
1E3. Begins activities on time				
1E4. Uses time effectively for each designated activity				
1F. Implements guidance programs effectively				
1F1. Implements activities related to career exploration and planning				
1F2. Provides activities to assist with educational planning				
1F3. Provides opportunities to enhance knowledge of self and others				
1F4. Implements additional activities which meet the program objectives				
1F5. Provides and implements testing program when appropriate				
1G. Demonstrates the ability to communicate effectively with students				
1G1. Uses correct oral and written communication				
1G2. Uses appropriate vocabulary				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 1: Guidance and Counseling Program				
1G3. Presents ideas logically				
1G4. Gives directions that are clear, concise and reasonable				
1G5. Uses a variety of verbal and nonverbal techniques				
1G6. Elicits and responds to questions				
1G7. Summarizes effectively				
Standard 2 Guidance Program Management				
2A. Organizes a systematic, developmental guidance program				
2A1. Uses formal and informal methods to assess student needs				
2A2. Sets priorities for the guidance and counseling program based on student needs				
2A3. Develops goals and objectives for a comprehensive guidance program				
2A4. Determines desired student outcomes based on program goals and objectives				
2A5. Develops a sequence of guidance program activities to meet stated goals and objectives				
2A6. Communicates information concerning the objectives of the guidance program to students, staff and others				
2A7. Designs and implements a system for the evaluation of the guidance program				
2B. Develops a structure for implementing the guidance program				
2B1. Maintains an annual schedule of guidance events as well as a daily activity schedule				
2B2. Establishes a referral process for counseling services and disseminates the procedure to staff and students				
2B3. Coordinates and maintains a file of pupil guidance information including cumulative data, referrals, plans and goals				
2B4. Provides resources and guidance materials to meet program goals				
2B5. Keeps an up-to-date listing of referral sources available outside of the school system				
2B6. Maintains an attractive and accessible office environment				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 2: Guidance Program Management				
2B7. Provides informative materials or activities designed to enhance the image of the guidance program				
Standard 3: Interpersonal Relationships				
3A. Demonstrates positive interpersonal relations with students				
3A1. Promotes positive self-image in students				
3A2. Promotes students' self-control				
3A3. Makes an effort to know each student as an individual				
3A4. Interacts with students in mutually respectful and friendly manner				
3A5. Gives constructive criticism and praise when appropriate				
3A6. Is reasonably available to all students				
3A7. Acknowledges the rights of others to hold differing views or values				
3A8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups				
3A9. Uses discretion in handling confidential information and difficult situations				
3B. Demonstrates positive interpersonal relations with educational staff				
3B1. Works cooperatively with colleagues in planning counseling activities				
3B2. Shares ideas, materials and methods with other staff members				
3B3. Makes appropriate use of support staff				
3B4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible				
3B5. Informs administrators and/ or appropriate personnel of school-related matters				
3C. Demonstrates positive interpersonal relations with parents/ patrons				
3C1. Cooperates with parents in the best interest of the students				
3C2. Provides a climate which opens up communication between counselor and parent				
3C3. Supports and participates in parent-teacher activities				
3C4. Promotes patron involvement with school				

Standards Performance Criteria	(*May check more than one rating.)			Comments
	Met	Growth Needed	Not Met	
Standard 3: Interpersonal Relationships				
3C5. Initiates communication with parents when appropriate				
Standard 4: Professional Responsibilities				
4A. Participates in professional growth activities				
4A1. Demonstrates commitment by a participation in professional activities (e.g., professional organizations, coursework, workshops, conferences)				
4A2. Takes advantage of opportunities to learn from colleagues, students, parents, and community				
4A3. Keeps abreast of developments in the counseling profession				
4B. Follows the policies and procedures of the school district				
4B1. Strives to stay informed about policies and regulations applicable to his/her position				
4B2. Selects appropriate channels for resolving concerns/ problems				
4C. Assumes responsibilities outside the counseling center as they relate to the school				
4C1. Assumes necessary non-counseling responsibilities				
4C2. Exercises responsibility for student management throughout the entire building				
4D. Demonstrates a sense of professional responsibility				
4D1. Completes duties promptly and accurately				
4D2. Is punctual				
4D3. Provides accurate data to the school and district as requested for management purposes				
4D4. Carries out duties in accordance with established job description				
4D5. Demonstrates a professional image throughout the district				
4D6. Demonstrates punctuality and good attendance for all duties and demonstrates a personal and professional code of ethics.				

WOODFORD COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR SCHOOL PSYCHOLOGISTS
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analyses) _____ School _____

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 1: Creates a Climate				
Conducive to Consultation				
1.1 Displays non-judgemental and accepting attitudes				
1.2 Shows respect for other through active listening				
1.3 Maintains the confidentiality of student interviews				
1.4 Provides opportunities for students to explore problems and weigh alternatives in decision making				
1.5 Encourage students to get goals and assume responsibility for meeting Them				
Standard 2: Employs a Variety of Effective Consultation Procedures				
2.1 Consults with parents and staff on effective intervention strategies				
2.2 Provides professional development for interested staff and Parents				
Standard 3: Participates in Professional Growth Activities				
3.1 Demonstrates commitment by participation in professional activities (e.g. professional organizations, course work, workshops, conferences)				
3.2 Takes advantage of opportunities to learn from colleagues, student, parents, and community				
3.3 Keeps abreast of developments in this profession				
Standard 4: Follows the Policies Procedures of the School District				
4.1 Strives to stay informed about policies and regulations applicable to this position				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 4: Follows the Policies				
Procedures of the School District				
4.2 Selects appropriate channels for resolving concerns and problems				
Standard 5: Demonstrates a Sense Of Professional Responsibility				
5.1 Completes duties promptly and accurately				
5.2 Maintains regular/punctual attendance.				
5.3 Provides accurate data to the school and district as requested				
5.4 Maintains confidentiality of records and information related to Individual cases				
5.5 Carries out duties in accordance with established job Description				
5.6 Maintains accurate case records on all referred students				
5.7 Demonstrates a professional image throughout the district				
5.8 Completes timely reports which are well written and easily understood by parents and school personnel				
Standard 6: Utilizes Time Effectively				
6.1 Allots a realistic amount of time for specified activities				
6.2 Is available to students at Appointed times barring emergencies				
6.3 Begins activities on time				
6.4 Uses time effectively for each designated activity				
6.5 Responds to crises throughout the district when assistance is needed				
Standard 7: Demonstrates the Ability to Communicate Effectively				
7.1 Utilizes appropriate correct oral and written communication				
7.2 Presents ideas logically				
7.3 Gives directions, or information in a clear, concise and reasonable manner				
7.4 Uses a variety of verbal and Nonverbal techniques				
7.5 Elicits and responds to questions				
7.6 Summarizes effectively				
7.7 Uses active listening skills				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 7: Demonstrates the Ability to Communicate Effectively				
7.8 Implements/follows district policies/procedures and demonstrates a personal and professional code of ethics.				
Standard 8: Implements Program Effectively				
8.1 Explains and discusses purposes of assessments, procedural safeguards, due Process, rules and regulations and other Information for parents, students, staff and Administrators				
8.2 Provides helpful information to teachers, counselors, and administrators for educational planning				
8.3 Provides up-to-date information regarding issues based on sound research findings.				
8.4 Provides assistance in identifying useful resources				
8.5 Follows special education policies, procedures, and timelines for psychological evaluations				
Standard 9: Provides Effective Assessment Services				
9.1 Serves as a member of the school's multidisciplinary team				
9.2 Provides comprehensive psychological evaluation which address individual differences in children's learning patterns				
9.3 Assess difficulties of referred students through appropriate assessment and diagnostic practices				
9.4 Selects appropriate assessment devices and materials				
9.5 Suggests and helps implement pre-referral strategies and interventions for student exhibiting learning/behavior Difficulties				

WOODFORD COUNTY SCHOOLS
 SUMMATIVE CONFERENCE FORM
 FOR SCHOOL SPEECH PATHOLOGISTS
 ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
 PROFESSIONAL GROWTH PLAN/ SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc.)

Evaluatee/ Observee _____
 Evaluator/ Observer _____ Position _____
 Date of Conference (analyses) _____ School _____

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 1: Implements Assessment Procedures				
1.1 Assists and guides teachers through the referral process.				
1.2 Provides screening to identify need for further assessment.				
1.3 Provides a thorough assessment and Diagnosis.				
1.4 Maintains ongoing records of referred, Screened and eligible students.				
1.5 Follows timelines from initial referral to placement.				
1.6 Completes all forms as required before placement and re-evaluation.				
1.7 Assists in referrals to agencies.				
Standard 2: Demonstrates a Readiness to Teach				
2.1 Develops and proposes appropriate IEP goals based on student need and certain Program of Studies.				
2.2 Selects appropriate learning experiences and modifications.				
2.3 Uses time effectively.				
2.4 Prepares instruction on the basis of individual needs.				
2.5 Schedules caseload in an efficient and cooperative manner.				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 3: Demonstrates a Proficiently Managed Environment				
3.1 Arranges setting to support learner Activities.				
3.2 Provides for a safe and orderly environment.				
3.3 Uses classroom procedures that are clear easily managed.				
3.4 Uses classroom procedures that permit independent and interdependent learning.				
Standard 4: Demonstrates Proficiency in Managing Student Behavior				
4.1 Establishes and clearly communicates expectations.				
4.2 Monitors student behaviors and addresses behavior appropriately.				
4.3 Demonstrates fairness and consistency in communicating behavior expectations.				
Standard 5: Integrates the Curriculum so Students can make connection between Knowledge and Experiences				
5.1 Implements instruction related to classroom curriculum.				
5.2 Provides for critical differences of students in curriculum and instruction planning and implementation.				
5.3 Uses student performance in the classroom to evaluate growth, organizational plans and procedures.				
Standard 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups				
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication, listening, speaking.				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 7: Uses a Variety of Effective Teaching Techniques-Equipment, Media and Materials				
7.1 Uses cooperative learning strategies, when appropriate.				
7.2 Provides for independent and interdependent learning.				
7.3 Selects teaching techniques that match the Readiness of students to learn.				
7.4 Provides for independent and interdependent learning.				
7.5 Maintains a schedule that assures students will experience success.				
7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing pausing after asking a question, etc.).				
7.7 Demonstrates knowledge about technology in the speech environment.				
7.8 Incorporates use of technology into instructional plan when appropriate.				
7.9 Uses community resources to enhance instruction.				
Standard 8: Uses Teaching Strategies that Increase Student Motivation				
8.1 Is knowledgeable of Total Communication Approach.				
8.2 Provides all students with the opportunity for successful experiences.				
8.3 Demonstrates high expectations.				
8.4 Demonstrates a high level of concern for student success.				
8.5 Communicates a positive classroom climate of mutual respect.				
8.6 Provides specific feedback.				
8.7 Demonstrates consistent communication with parent/guardian.				
Standard 9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment				
9.1 Plans and prepares for Admission and Release (ARC) Meeting.				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment				
9.2 Reports progress on meeting IEP goals based on data.				
9.3 Maintains ongoing communication with parent/guardian.				
9.4 Provides information regarding agencies/ Programs available within the community as needed				
Standard 10: Collaborates with Teachers and Staff				
10.1 Plans with classroom teachers and staff to integrate instruction.				
10.2 Cooperatively develops IEP goals with teachers who have students receiving speech as a related service.				
10.3 Serves as a consultant on topics regarding speech/language development.				
10.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate.				
10.5 Shares instructional materials and media.				
Standard 11: Meets Professional Standards				
11.1 Assumes responsibility for requisitioning and maintaining needed equipment and Materials.				
11.2 Maintains regular/punctual attendance.				
11.3 Implements/follows district policies and procedures.				
11.4 Maintains confidentiality regarding "students" participating in special education programs.				
11.5 Shows positive working relationship with faculty and staff.				
11.6 Participates in workshops, seminars, and other professional growth opportunities.				
11.7 Belongs to professional organizations.				
Standard 12: Uses Professional Growth Activities to Improve the Speech Therapy Program				
12.1 Identifies professional growth activities which will improve the speech therapy program				

Standards Performance Criteria	(*May check more than one rating.)			Professional Growth/ Comments
	Met	Growth Needed	Not Met	
Standard 12: Uses Professional Growth Activities to Improve the Speech Therapy Program				
12.2 Develops professional Growth Plan.				
12.3 Develops a plan which is congruent with the school and district mission and goals.				
12.4 Revises Professional Growth Plan as goals change.				