

CERTIFIED PERSONNEL  
EVALUATION SYSTEM

TEACHERS

ADMINISTRATORS

OTHER SUPPORT STAFF

KENTUCKY SCHOOL FOR THE BLIND

2003-2004

DRAFT

6/9/2003

## Table of Contents

Evaluation Review Committee	1
Assurances	2
Introduction to Evaluation	3
Evaluation System Components	4
Explanation of Certified School Personnel	6
Glossary of Evaluation Terms and Definitions	7
Evaluation Timelines	9
Evaluation of Kentucky School for the Blind Administrators	11
Internship/Professional Growth and Evaluation Process	12
Evaluation Standards and Performance Criteria for Teachers	13
Pre-Observation Form	17
Data Collection Summary	18
Summative Conferencing Form	28
Summative Evaluation for Teachers	31
Individual Professional Growth Plan	32
Individual Corrective Action Plan	33
Evaluation Standards and Performance Criteria for Teacher Consultants	34
Pre-Observation Form for Teacher Consultants	38
Data Collection Summary for Teacher Consultants	39
Summative Conferencing Form for Teacher Consultants	46
Summative Evaluation for Teacher Consultants	49
Individual Professional Growth Plan for Teacher Consultants	50
Individual Corrective Action Plan for Teacher Consultants	51
Evaluation Standards and Performance Criteria for Education Administrators	52
Data Collection Summary—Education Administrators	56
Summative Conferencing Form—Education Administrators	62
Summative Evaluation for Administrators	65
Appendix A: Code of Ethics	66
Appendix B: Evaluation Guideline—704 KAR 3:345	67
Appendix C: Standards for Improving Performance of Certified School Personnel; Criteria for Evaluation; Content of Programs; Administrative Regulations; Waiver for Alternate Plan; Appeals; Exemptions; Review of Evaluation Systems; and Assistance to Improve Evaluation Systems—KRS 156.557	71
Appendix D: Kentucky Teacher Internship Program—704 KAR 20:690	75
Appendix E: Annual Professional Development Plan—704 KAR 3:035	82
Appendix F: Appeal Procedure	87

KENTUCY SCHOOL FOR THE BLIND  
EVALUATION REVIEW COMMITTEE

Administrators:

Jeanette Wicker, Principal  
Richmond Marcy, Educational Administrator  
Cathy Johnson, Director, KIDS

Teachers:

Edith Ethridge  
Carla McMillin  
Kenneth Jones

Contact Person: Associate Commissioner of the Office of  
Special Instruction Services

# ASSURANCES

## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Kentucky School for the Blind hereby assures the Commissioner of Education that:

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

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

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

All administrators and non-tenured teachers will be evaluated annually. Tenured teachers will be evaluated every two years.

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

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

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

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

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

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

Johnnie Grisson  
Signature of Associate Commissioner of the Office  
of Special Instructional Services or Designee

7-8-03  
Date

## EVALUATION IS . . .

the process of assessing or determining the effectiveness of performances and products:

to promote the continuation of professional competence;

to identify areas for professional growth; and

to assist in making personnel decisions

for the purpose of improving instruction, curriculum, assessment, and other professional responsibilities.

# Evaluation System Components

## (704 KAR 3:345 – Evaluation Guidelines)

- district flexibility in documentation* According to 704 KAR 3:345, Section 1. (3) "Evaluation" means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning...based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; or (b) the establishment and monitoring of a professional growth plan."
- who develops* The KAR Section 4. (1) further states: "An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education."
- system has two purposes* Section 4. (1) continues with: "The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions."
- must include professional growth plan* Section 4. (2) (c) states: "The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plans and shall be reviewed annually."
- professional growth plan matches other district plans* Section 1 (11) reads: "Professional growth plan" means an individualized plan that includes:  
(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;  
(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and  
(c) Alignment with the specific goals and objectives of the school improvement plan, or district improvement plan; and  
(d) Identification of school and district resources within available funds to accomplish the goals.
- all evaluators trained, tested, and certified* Furthermore, Section 6. (1) reveals: "All primary evaluators, with the exception of district board of education members, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education."
- conducted openly* Section 4. (2) (b) states: "The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator."
- in writing; part of personnel records* Lastly, Section 4. (2) (j) reads: "The evaluation of a certified employee...shall be in writing on an evaluation form and become a part of the official personnel record."

(KRS 156.555 – Certified Personnel Evaluation)

*KBE develops written evaluation guidelines*

KRS 156.557, (3) (c) requires the Kentucky Board of Education to "develop written guidelines for a school district to follow in developing, implementing, and revising the evaluation system..."

*professional growth assistance provided*

Section 3, subsection (c) (5). mandates: "The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment."

*KDE visits and reviews LSD's documents*

Section 9 states: "... the Kentucky Department of Education shall annually provide on-site visits by personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school districts. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process..."

---

NOTES:

## Certified school personnel includes:

### 1. administrator

Any person who devotes the majority of his/her employed time to service in a position for which administration certification is required. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator, and head teachers

### 2. teacher

Refers to any certified staff person who directly instructs students.

### 3. other support staff

Refers to any certified staff other than teacher or administrator, such as librarians, media specialists, etc.

## Glossary of Evaluation Terms and Definitions

(As applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) (c).

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

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

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

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

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

**evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

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

**evaluation plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

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

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

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

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

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

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

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

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

**observer:** one who sees and reports behaviors. This is usually the primary evaluator.

**openly:** with full knowledge of others (evaluatee).

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

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

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

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

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

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

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

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

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

**teacher:** any certified staff person who directly instructs students.

# EVALUATION TIMELINES

## Teachers

The immediate supervisor of the certified school employee shall be designated as 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 specialists shall be provided. The selection of a third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Internship employees (teachers) are evaluated according to the specific timeframes stipulated in the respective administrative regulations.

All non-tenured teachers and tenured teachers are evaluated in accordance with the timeframes established by the Kentucky School for the Blind evaluation committee and written in the evaluation plan.

Non-tenured teachers shall be evaluated annually. A minimum of two scheduled observations will be made.

Tenured teachers shall receive a summative evaluation every two years. A minimum of one scheduled observation will be made during the summative year.

Teachers develop and/or revise a Professional Growth Plan (PGP) annually. The Professional Growth Plan shall be aligned with specific goals and objectives of the school/district improvement plan. Annual conferences will occur between the teacher and evaluator to review the Individual Professional Growth Plan (IPGP).

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

Unscheduled observations of both tenured and non-tenured teachers shall be on-going. An Individual Corrective Action Plan (ICAP) may be instituted at any point as needed. Any teacher on an ICAP shall be evaluated annually.

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

A copy of the evaluation shall be provided to the evaluatee.

All evaluation activities shall be conducted in accordance with the following time schedule:

- Intern timelines shall follow guidelines of the KTIP
- By October 15: first formative observation/conference for non-tenured teachers (Professional Growth Activities)
- By March 15: second formative observation/conference for non-tenured teachers (Professional Growth Activities)
- Before April 30: Summative Evaluation for non-tenured teachers
- No later than April 30: Notification deadline for non-renewal of contracts
- No later than May 15: Observation of tenured certified teachers
- No later than two weeks after end of school, evaluator submits to the Business Manager/Administrator office to be filed in the evaluatee's personnel file maintained at the Kentucky School for the Blind.

Note: Conferences with teachers shall occur within one week of observation.

## Evaluation of Kentucky School for the Blind Administrators

The Principal shall be evaluated annually according to the Kentucky Department of Education Leadership Appraisal Process.

All administrators classified as 18A shall be evaluated annually according to The Kentucky Employee Performance Evaluation System. (101 KAR 2:180)

All other Kentucky School for the Blind administrators will be evaluated according to the summative evaluation for administrators described in this evaluation policy.

Professional growth plans for administrator are developed/revised in accordance with the evaluation cycle for administrators and reviewed annually.

# INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

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

## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

The following performance evaluation standards and performance criteria are based the Experienced Teachers Standards adopted June 1994 and revised May 1999 by the Education Professional Standards Board.

*Review the following standard titles and descriptions of each:*

### Evaluation Standards for Teachers

1. **Demonstrates Professional Leadership**  
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
2. **Demonstrates Knowledge of Content**  
The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.
3. **Designs/Plans Instruction**  
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. **Creates/Maintains Learning Climate**  
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. **Implements/Manages Instruction**  
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals become responsible team members, think and solve problems, and integrate knowledge.
6. **Assesses and Communicates Learning Results**  
The teacher assesses 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.
7. **Reflects/Evaluates Teaching/Learning**  
The teacher reflects on and evaluates teaching/learning
8. **Collaborates with Colleagues/Parents/Others**  
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. **Engages in Professional Development**  
The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
10. **Demonstrates Implementation of Technology**  
The teacher uses technology to support instruction: access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

# Evaluation Standards and Performance Criteria for Teachers

## Standard 1: Demonstrates Professional Leadership

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

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

## Standard 2: Demonstrates Knowledge of Content

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

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

## Standard 3: Designs/Plans Instruction

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

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

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

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

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

#### Standard 5: Implements/Manages Instruction

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

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

#### Standard 6: Assess and Communicates Learning Results

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

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

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

The teacher reflects on and evaluates teaching/learning

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

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

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

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

### Standard 9: Engages in Professional Development

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

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

### Standard 10. Demonstrates implementation of Technology

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

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

# PRE-OBSERVATION FORM

*(To be completed by the teacher and observer before the classroom observation visit.)*

Teacher	Observer	Position
School	Date	Time
Content Area/Grades	No. Students w/IEP's	No. of Students

.....

*(To be completed by teacher and provided to the observer before the classroom observation.)*

Academic Expectations Targeted # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Major Lesson Content or *(Unit Study)* \_\_\_\_\_

Assessment of Lesson or *(Culminating Performance)* \_\_\_\_\_

Special/unique situations or circumstances of which observer should be aware:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other comments/concerns: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Professional Growth *(Area of Concentration)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observer's Signature	Date	Observer's Signature	Date
----------------------	------	----------------------	------

# DATA COLLECTION SUMMARY

*(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)*

Observer \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

Classroom Observation Information:

Date \_\_\_\_\_ Unit of Study/Lesson \_\_\_\_\_

Time \_\_\_\_\_ Academic Expectations (No.'s) \_\_\_\_\_

*(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)*

### STANDARDS/PERFORMANCE CRITERIA

<b>Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i></b>	
1.1. Builds positive relationships within and between school and community.	1.8. Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities.	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6. Guides the development of curriculum and instructional materials	<b>Standard 1. (Considerations for professional growth plan.)</b>
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

**Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.***

1. Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2. Communicates a current knowledge of discipline(s) taught.	2.7. Analyzes sources of factual information for accuracy.
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5. Connects content knowledge to real-world applications.	Standard 2. (Considerations for professional growth plan.)

**Standard 3: Designs/Plans Instruction:** *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

<p>3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.</p>	<p>3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.</p>
<p>3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.</p>	<p>3.9. Develops and implements appropriate assessment processes.</p>
<p>3.3. Integrates skills, thinking processes, and content across disciplines.</p>	<p>3.10. Secures and uses a variety of appropriate school and community resources to support learning.</p>
<p>3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.</p>	<p>3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.</p>
<p>3.5. Creates and uses learning experiences that are developmentally appropriate for learners.</p>	<p>3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.</p>
<p>3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.</p>	<p><b>Standard 3.</b> (Considerations for professional growth plan.)</p>
<p>3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.</p>	

**Standard 4: Creates/Maintains Learning Climate:** *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge/*

4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

4.6. Encourages and supports individual and group inquiry.

4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.

4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

4.3. Shows consistent sensitivity to individuals and responds to students objectively.

4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.

4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.

4.9. Works with colleagues to develop an effective learning climate within the school.

4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.

Standard 4. (Considerations for professional growth plan.)

**Standard 5: Implements/Manages Instruction:** *The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

5.1. Communicates specific goals and high expectations for learning.	5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11. Makes effective use of media and technologies.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.12. Makes efficient use of physical and human resources and time.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13. Provides opportunities for students to use and practice what is learned.
5.6 Stimulates students to reflect on their own ideas and those of others.	5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	Standard 5. (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

Standard 6: Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

6.1. Selects and uses appropriate assessments.

6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

Standard 6. (Considerations for professional growth plan.)

6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.

**Standard 7: Reflects/Evaluates Teaching/Learning:** *The teacher reflects on and evaluates teaching/learning.*

7.1. Assesses and analyzes the effectiveness of instruction.

7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

Standard 7. (Considerations for professional growth plan.)

**Standard 8: Collaborates with Colleagues/Parents/Others:** *The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

3.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.

8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.

8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.

8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	8.8. Analyzes previous collaborative experiences to improve future experiences.
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.5 Secures and makes use of school and community resources that present differing viewpoints.	Standard 8. (Considerations for professional growth plan.)

**Standard 9: Engages in Professional Development: *The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.***

9.1. Establishes priorities for professional growth.	9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2. Analyzes student performance to help identify professional development needs.	9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3. Solicits input from others in the creation of individual professional development plans.	Standard 9. (Considerations for professional growth plan.)

**Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.***

0.1. Operates a multimedia computer and peripherals to install and use a variety of software.	10.10. Practices equitable and legal use of computers and technology in professional activities.
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.	10.11. Facilitates the lifelong learning of self and others through the use of technology.
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.	10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.13. Applies research-based instructional practices that use computers and other technology.
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.14. Uses computers and other technology for individual, small group, and large group learning activities.

<p>10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.</p>	<p>10.15. Uses technology to support multiple assessments of student learning.</p>
<p>10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.</p>	<p>10.16. Instructs and supervises students in the ethical and legal use of technology.</p>
<p>10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.</p>	<p><b>Standard 10.</b> (Considerations for professional growth plan.)</p>
<p>10.9. Designs lessons that use technology to address diverse student needs and learning styles.</p>	

# SUMMATIVE CONFERENCING FORM

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolios, products, units of study, etc.)

Evaluatee/Observee \_\_\_\_\_ Context Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

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

Standards/Performance Criteria	Performance/Products/Portfolio Rating			Professional Growth Activities Discussed
	(*Mark three out of (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
<b>1: Demonstrates Professional Leadership</b>				
1.1. Builds positive relationships within and between school and community				
1.2. Promotes leadership potential in colleagues.				
1.3. Participates in professional organizations and activities.				
1.4. Writes and speaks effectively.				
1.5. Contributes to the professional knowledge and expertise about teaching and learning				
1.6. Guides the development of curriculum and instructional materials.				
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8. Initiates and develops educational projects and programs.				
1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member				
1.10. Demonstrates punctuality and good attendance for all duties				
1.11. Adheres to school board policies and administrative procedures.				
1.12. Adheres to the state professional Code of Ethics.				
Overall rating for Summative Evaluation Form				
<b>2: Demonstrates Knowledge of Content</b>				Discussed
2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.				
2.2. Communicates a current knowledge of discipline(s) taught				
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.				
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles				
2.5. Connects content knowledge to real-world applications				
2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught				
2.7. Analyzes sources of factual information for accuracy				
2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction				
Overall rating for Summative Evaluation Form				
<b>3: Designs/Plans Instruction</b>				Discussed
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations				
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3. Integrates skills, thinking processes, and content across disciplines.				
3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.				
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9. Develops and implements appropriate assessment processes.				
3.10. Secures and uses a variety of appropriate school and community resources to support learning.				

## SUMMATIVE CONFERENCING FORM

3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
Overall rating for Summative Evaluation Form				
<b>4: Creates/Maintains Learning Climate</b>	Meets	Growth Needed	Does Not Meet	Discussed
4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3. Shows consistent sensitivity to individuals and responds to students objectively.				
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5. Locates and organizes materials and equipment to create an enriched multimodal environment.				
4.6. Encourages and supports individual and group inquiry.				
4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9. Works with colleagues to develop an effective learning climate within the school.				
Overall rating for Summative Evaluation Form				
<b>5: Implements/Manages Instruction</b>	Meets	Growth Needed	Does Not Meet	Discussed
5.1. Communicates specific goals and high expectations for learning.				
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6. Stimulates students to reflect on their own ideas and those of others.				
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.				
5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11. Makes effective use of media and technologies.				
5.12. Makes efficient use of physical and human resources and time.				
5.13. Provides opportunities for students to use and practice what is learned.				
5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
Overall rating for Summative Evaluation Form				
<b>6: Assesses and Communicates Learning Results</b>	Meets	Growth Needed	Does Not Meet	Discussed
6.1. Selects and uses appropriate assessments.				
6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Overall rating for Summative Evaluation Form				
<b>7: Reflects/Evaluates Teaching/Learning</b>	Meets	Growth Needed	Does Not Meet	Discussed
7.1. Assesses and analyzes the effectiveness of instruction.				
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Overall rating for Summative Evaluation Form				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Activities Discussed
<b>8: Collaborates with Colleagues/Parents/Others</b>				
8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.				
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.				
8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
8.5. Secures and makes use of school and community resources that present differing viewpoints.				
8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
8.8. Analyzes previous collaborative experiences to improve future experiences.				
8.9. Assesses students' special needs and collaborate with school services and community agencies to meet those needs.				
Overall rating for Summative Evaluation Form				
<b>9: Engages in Professional Development</b>	Meets	Growth Needed	Does Not Meet	Discussed
9.1. Establishes priorities for professional growth.				
9.2. Analyzes student performance to help identify professional development needs.				
9.3. Solicits input from others in the creation of individual professional development plans.				
9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.				
9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.				
Overall rating for Summative Evaluation Form				
<b>10. Demonstrates Implementation of Technology</b>	Meets	Growth Needed	Does Not Meet	Discussed
10.1. Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3. Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6. Uses the computer to do word processing, create databases and spreadsheets access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction.				
10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9. Designs lessons that use technology to address diverse student needs and learning styles				
10.10. Practices equitable and legal use of computers and technology in professional activities.				
10.11. Facilitates the lifelong learning of self and others through the use of technology.				
10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
10.13. Applies research-based instructional practices that use computers and other technology.				
10.14. Uses computers and other technology for individual, small group, and large group learning activities.				
10.15. Uses technology to support multiple assessments of student learning.				
10.16. Instructs and supervises students in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.



## Individual Professional Growth Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year \_\_\_\_\_

Identified School/District Improvement Plan Goal and/or Objective:

Present Professional Development Stage	Growth Goal(s)/Objective(s) <small>(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)</small>	Procedures and Activities for Achieving Goals(s)/Objective(s)	Expected Impact	Target Dates for Completion/ Review

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:	Annual Review: _____ Achieved; _____ Revised; _____ Continued
Employee's Signature _____	Employee's Signature _____ Date _____
Supervisor's Signature _____	Supervisor's Signature _____ Date _____

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

**INDIVIDUAL CORRECTIVE ACTION PLAN**  
for

Date \_\_\_\_\_ Work Site \_\_\_\_\_

Standard No.	*Present PG Stage	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Individual Corrective Action Plan Developed:	STATUS: Achieved	Revised	Continued
_____ (Evaluatee's Signature) _____ (Date)	_____	_____	_____
_____ (Evaluator's Signature) _____ (Date)	_____	_____	_____

\*Professional Growth Plan Stages:

O/A=Orientation/Awareness P/A=Preparation/Application I/M=Implementation/Management  
R/I=Refinement/Impact

**EVALUATION STANDARDS & PERFORMANCE CRITERIA  
for TEACHER CONSULTANTS**

1. **Demonstrates Professional Leadership and Sense of Professional Responsibility**  
The teacher consultant provides professional leadership within the school, community, and education profession to improve student learning and well-being.
2. **Demonstrates Effective Interpersonal and Communication Skills**  
The teacher consultant displays ability to effectively interact and communicate with students, parents, and other professionals.
3. **Demonstrates Knowledge of Content**  
The teacher consultant demonstrates knowledge of the expanded core curriculum for students with visual impairments in applications to other disciplines.
4. **Designs/Plans, Implements and Demonstrates Proficiency in Assessment, Consultation, and Intervention Strategies**  
The teacher consultant demonstrates ability relative to appropriately planning and conducting assessment/consultation and determining appropriate intervention strategies that will facilitate access to the general curriculum and positively impact learning (students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge).
5. **Demonstrates Effective Skills in Collaboration**  
The teacher consultant collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that promote high student performance, high quality teaching and administration, and a strong and supportive environment for students with visual impairments.
6. **Reflects/Evaluates Consultations and Assessment**  
The teacher consultant reflects on and evaluates consultations/assessments.
7. **Assumes Responsibility for and Engages in Professional Development**  
The teacher consultant evaluates own overall performance in relation to Kentucky's learner goals and the expanded core curriculum for students with visual impairments and implements a professional development plan.
8. **Demonstrates Effective Use of Technology**  
The teacher uses technology to effectively support student performance; enhance professional growth and productivity; access and manipulate data; communicate and collaborate with colleagues, parents, and the community; and conduct research.

## Evaluation Standards & Performance Criteria for Teacher Consultants

### Standard 1: Demonstrates Professional Leadership and Sense of Professional Responsibility

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

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession knowledge and expertise about teaching and learning with emphasis on the academic and expanded core curriculum for students with visual impairments.
- 1.6 Guides the development of curriculum and instructional materials relevant to students with visual impairments.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Interprets educational policies, programs, and procedures related to special services.
- 1.9 Maintains confidentiality of records and information related to individual cases.
- 1.10 Initiates and develops educational projects and programs.
- 1.11 Completes job requirements according to timelines.
- 1.12 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.13 Demonstrates punctuality and good attendance for all duties.
- 1.14 Adheres to school board policies and administrative procedures.
- 1.15 Adheres to the state professional Code of Ethics.

### Standard 2: Demonstrates Effective Interpersonal and Communication Skills

The teacher consultant displays ability to effectively interact and communicate with students, parents, and other professionals.

- 2.1. Treats people fairly, equitably, and with dignity and respect.
- 2.2: Demonstrates a warm and caring attitude toward students.
- 2.3. Establishes a constructive climate in parent conferences and during ARC meetings.
- 2.4. Shows consideration for differing opinions and ideas.
- 2.5. Adapts to change as the situation demands.
- 2.6. Maintains a cooperative relationship with colleagues and co-workers.
- 2.7. Communicates in a manner that reflects sensitivity to a multicultural and global perspective.

### Standard 3: Demonstrates Knowledge of Content

The teacher consultant demonstrates knowledge of the expanded core curriculum for students with visual impairments in applications to other disciplines.

- 3.1 Communicates a breadth of content knowledge relevant to the academic and expanded core curriculum for students with visual impairments.
- 3.2 Demonstrates a general knowledge that allows for integration of ideas and information related to the expanded core curriculum across the disciplines.
- 3.3 Demonstrates a general knowledge of academic and expanded core curriculum that allows the teacher consultant to communicate appropriate recommendations to service providers regarding the student's ability and learning styles.
- 3.4 Connects content knowledge and expanded core curriculum to real-world applications.
- 3.5 Consults with teachers to suggest appropriate modifications/adaptations for lessons and instructional materials that reflect knowledge of current constructs and principles of the discipline being taught and the expanded core curriculum.
- 3.6 Analyzes sources of factual information for accuracy.
- 3.7 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

#### **Standard 4: Designs/Plans, Implements and Demonstrates Proficiency in Assessment, Consultation, and Intervention Strategies**

The teacher consultant demonstrates ability relative to appropriately planning and conducting assessment/consultation and determining appropriate intervention strategies that will facilitate access to the general curriculum and positively impact learning (students' 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 Aligns consultation/assessment with one or more of Kentucky's learning goals and academic expectations.
- 4.2 Uses valid and reliable assessment techniques to provide information which is helpful in maximizing student achievement and adjustment.
- 4.3 Makes appropriate provisions for assessment processes and addresses social, cultural, and physical diversity.
- 4.4 Collects and analyzes assessment data including up-to-date records of student progress, using technologies as appropriate.
- 4.5 Assists in the screening of students to determine the need of more comprehensive assessment.
- 4.6 Follows and adheres to federal/state requirements for assessment (i.e., IDEA, KAR's).
- 4.7 Assists with the interpretation and utilization of test scores and assessment-related issues.
- 4.8 Assesses student access to programs and curricula; proposes appropriate recommendations and needed adjustments.
- 4.9 Formulates practical educational interventions consistent with assessment/consultation data.
- 4.10 Develop and incorporates strategies that address sensitivity to physical, social, and cultural aspects and differences.
- 4.11 Uses knowledge of trends, learning, teaching, and student development to maximize opportunities for successful learning.
- 4.12 Provides suggestions/recommendations that include creative and appropriate use of technology/assistive technology.
- 4.13 Includes recommendations relative to student's visual impairment in regards to the physical arrangement of the classroom to support the types of teaching and learning that are to occur.
- 4.14 Suggests interventions that are developmentally appropriate for the learner.
- 4.15 Completes reports which are well written and easily understood by parents and school personnel.
- 4.16 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
- 4.17 Consults with parents and staff on effective intervention strategies.
- 4.18 Contributes to development/inclusion of appropriate educational goals/benchmarks, specially designed instruction, and supplemental aids and services for student Individual Education Plans (IEP).

#### **Standard 5: Demonstrates Effective Skills in Collaboration**

The teacher consultant collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that promote high student performance, high quality teaching and administration, and a strong and supportive environment for students with visual impairments.

- 5.1 Demonstrates competent problem-solving skills.
- 5.2 Initiates collaboration with teachers, administrators, and parents in assessment and intervention strategies to enhance student learning.
- 5.3 Contributes to the development and evaluation of instructional programs designed to promote the academic and expanded core curriculum for students with visual impairments.
- 5.4 Collaborates with community agencies and professionals to enhance service delivery to students with visual impairments.
- 5.5 Articulates expectations for each collaborative event, (e.g., timelines and responsibilities).
- 5.6 Invites colleagues, parents, community representatives, and others to help design and implement collaborative projects that will result in expanded instructional opportunities for students with visual impairments.
- 5.7 Analyzes previous collaborative experiences to improve future experiences.
- 5.8 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

#### **Standard 6: Reflects/Evaluates Consultations and Assessment**

The teacher consultant reflects on and evaluates consultations/assessments

- 6.1 Assesses and analyzes the effectiveness of the consultation/assessment.
- 6.2 Makes appropriate changes to consultation/assessment based upon feedback and reflection.
- 6.3 Uses knowledge acquired from past teaching and consultation/assessment experiences to anticipate future challenges.

**Standard 7: Assumes Responsibility for and Engages in Professional Development**

The teacher consultant evaluates own overall performance in relation to Kentucky's learner goals and the expanded core curriculum for students with visual impairments and implements a professional development plan.

- 7.1 Establishes priorities for professional growth
- 7.2 Engages in professional growth activities which relate to the vision and mission of Kentucky School for the Blind.
- 7.3 Engages in professional growth activities to maintain and update knowledge and skills related to the academic and expanded core curriculum for students with visual impairments.
- 7.4 Applies the knowledge, skills, and processes acquired through professional development
- 7.5 Takes advantage of opportunities to learn from colleagues, students, parents and community
- 7.6 Modifies own professional development plan to improve instructional strategies and to promote student learning.

**Standard 8: Demonstrates Effective Use of Technology**

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

- 8.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 8.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 8.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 8.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 8.5 Creates and uses multimedia presentations using scanners, digital cameras, and video cameras.
- 8.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction
- 8.7 Uses computers and other technologies such as interactive audio/video conferencing and other distance learning applications to enhance professional productivity.
- 8.8 Demonstrates knowledge and use of appropriate assistive/adaptive devices specific to students with visual impairments.
- 8.9 Recommends appropriate assistive and adaptive devices for students with visual impairments consistent with assessment data.
- 8.10 Practices equitable and legal use of computers and technology in professional activities.
- 8.11 Facilitates the lifelong learning of self and others through the use of technology.
- 8.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 8.13 Advises and promotes research-based instructional practices that use computers and other technology including assistive technology.
- 8.14 Promotes and includes recommendations for the use of computers and other technology for individual, small group, and large group learning activities.
- 8.15 Uses technology to support multiple assessments of student learning.
- 8.16 Promotes and supervises students during consultation/assessment in the ethical and legal use of technology.

# PRE-OBSERVATION FORM – TEACHER CONSULTANT

*(To be completed by the teacher consultant and observer before the observation visit.)*

Teacher	Observer	Position
School	Date	Time
Consultation/Assessment Focus	Grade	

*(To be completed by the teacher consultant and provided to the observer before the observation.)*

Academic Expectations Targeted # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Primary objective of consultation and/or guiding questions for assessment: \_\_\_\_\_

Special/unique situations or circumstances of which observer should be aware:

Other comments/concerns: \_\_\_\_\_

Professional Growth (*Area of Concentration*) \_\_\_\_\_

_____ <i>Observee's Signature</i>	_____ <i>Date</i>	_____ <i>Observer's Signature</i>	_____ <i>Date</i>
--------------------------------------	----------------------	--------------------------------------	----------------------

# DATA COLLECTION SUMMARY

TEACHER CONSULTANT

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

Classroom Observation Information:

Date \_\_\_\_\_ Focus of assessment/consultation \_\_\_\_\_

Time \_\_\_\_\_ Academic Expectations (No.'s) \_\_\_\_\_

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

### STANDARDS/PERFORMANCE CRITERIA

<b>Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i></b>	
1.1. Builds positive relationships within and between school and community.	1.9 Maintains confidentiality of records and information related to individual cases.
1.2. Promotes leadership potential in colleagues.	1.10 Initiates and develops educational projects and programs.
1.3. Participates in professional organizations and activities	1.11. Completes job requirements according to timelines.
1.4. Writes and speaks effectively.	1.12. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
1.5. Contributes to the professional knowledge and expertise about teaching and learning with emphasis on the academic and expanded core curriculum for students with visual impairments.	1.13. Demonstrates punctuality and good attendance for all duties.
1.6. Guides the development of curriculum and instructional materials relevant to students with visual impairments.	1.14. Adheres to school board policies and administrative procedures.
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	1.15. Adheres to the state professional Code of Ethics.
1.8 Interprets educational policies, programs, and procedures related to special services.	Standard 1. (Considerations for Professional Growth Plan)

<b>Standard 2: Demonstrates Effective Interpersonal and Communication Skills: <i>The teacher consultant displays ability to effectively interact and communicate with students, parents, and other professionals.</i></b>	
2.1 Treats people fairly, equitably, and with dignity and respect.	2.5 Adapts to change as the situation demands.
2.2 Demonstrates a warm and caring attitude toward students.	2.6 Maintains a cooperative relationship with colleagues and co-workers.
2.3 Establishes a constructive climate in parent conferences and during ARC meetings	2.7 Communicates in a manner that reflects sensitivity to a multicultural and global perspective.
2.4 Shows consideration for differing opinions and ideas.	<b>Standard 2.</b> (Considerations for professional growth plan.)

**Standard 3: Demonstrates Knowledge of Content:** *The teacher consultant demonstrates knowledge of the expanded core curriculum for students with visual impairments in applications to other disciplines.*

3.1 Communicates a breadth of content knowledge relevant to the academic and expanded core curriculum for students with visual impairments.	3.5 Consults with teachers to suggest appropriate modifications/adaptations for lessons and instructional materials that reflect knowledge of current constructs and principles of the discipline being taught and the expanded core curriculum.
3.2 Demonstrates a general knowledge that allows for integration of ideas and information related to the expanded core curriculum across the disciplines.	3.6 Analyzes sources of factual information for accuracy
3.3 Demonstrates a general knowledge of academic and expanded core curriculum that allows the teacher consultant to communicate appropriate recommendations to service providers regarding the student's ability and learning styles.	3.7 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
3.4 Connects content knowledge and expanded core curriculum to real-world applications.	<b>Standard 3.</b> (Considerations for professional growth plan.)

**Standard 4: Designs/Plans, Implements, and Demonstrates Proficiency in Assessment, Consultation, and Intervention Strategies:** *The teacher consultant demonstrates ability relative to appropriately planning and conducting assessment/consultation and determining appropriate intervention strategies that will facilitate access to the general curriculum and positively impact learning (students 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 Aligns consultation/assessment with one or more of Kentucky's learning goals and academic expectations.	4.11 Uses knowledge of trends, learning, teaching, and student development to maximize opportunities for successful learning.
4.2 Uses valid and reliable assessment techniques to provide information which is helpful in maximizing student achievement and adjustment.	4.12 Provides suggestions/recommendations that include creative and appropriate use of technology/assistive technology.
4.3 Makes appropriate provisions for assessment processes and addresses social, cultural, and physical diversity.	4.13 Includes recommendations relative to student's visual impairment in regards to the physical arrangement of the classroom to support the types of teaching and learning that are to occur.
4.4 Collects and analyzes assessment data including up-to-date records of student progress, using technologies as appropriate.	4.14 Suggests interventions that are developmentally appropriate for the learner.
4.5 Assists in the screening of students to determine the need of more comprehensive assessment.	4.15 Completes reports which are well written and easily understood by parents and school personnel.
4.6 Follows and adheres to federal/state requirements for assessment (i.e., IDEA, KAR's).	4.16 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
4.7 Assists with the interpretation and utilization of test scores and assessment-related issues.	4.17 Consults with parents and staff on effective intervention strategies.
4.8 Assesses student access to programs and curricula; proposes appropriate recommendations and needed adjustments.	4.18 Contributes to development/inclusion of appropriate educational goals/benchmarks, specially designed instruction, and supplemental aids and services for student Individual Education Plans (IEP).
4.9 Formulates practical educational interventions consistent with assessment/consultation data.	Standard 4. (Considerations for professional growth plan.)
4.10 Develop and incorporates strategies that address sensitivity to physical, social, and cultural aspects and differences.	

**Standard 5: Demonstrates Effective Skills in Collaboration:** *The teacher consultant collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that promote high student performance, high quality teaching and administration, and a strong and supportive environment for students with visual impairments.*

<p>5.1 Demonstrates competent problem-solving skills.</p>	<p>5.6 Invites colleagues, parents, community representatives, and others to help design and implement collaborative projects that will result in expanded instructional opportunities for students with visual impairments.</p>
<p>5.2 Initiates collaboration with teachers, administrators, and parents in assessment and intervention strategies to enhance student learning.</p>	<p>5.7 Analyzes previous collaborative experiences to improve future experiences.</p>
<p>5.3 Contributes to the development and evaluation of instructional programs designed to promote the academic and expanded core curriculum for students with visual impairments.</p>	<p>5.8 Assesses students special needs and collaborates with school services and community agencies to meet those needs.</p>
<p>5.4 Collaborates with community agencies and professionals to enhance service delivery to students with visual impairments.</p>	<p><b>Standard 5.</b> (Considerations for professional growth plan.)</p>
<p>5.5 Articulates expectations for each collaborative event, (e.g., timelines and responsibilities).</p>	

**Standard 6: Reflects/Evaluates Consultations and Assessments:** *The teacher consultant reflects on and evaluates consultations/assessments.*

6.1 Assesses and analyzes the effectiveness of the consultation/assessment.

6.3 Uses knowledge acquired from past teaching and consultation/assessment experiences to anticipate future challenges.

6.2 Makes appropriate changes to consultation/assessment based upon feedback and reflection.

**Standard 6.** (Considerations for professional growth plan.)

**Standard 7: Assumes Responsibility for and Engages in Professional Development:** *The teacher consultant evaluates own overall performance in relation to Kentucky's learner goals and the expanded core curriculum for students with visual impairments and implements a professional development plan.*

7.1 Establishes priorities for professional growth.

7.5 Takes advantage of opportunities to learn from colleagues, students, parents and community

7.2 Engages in professional growth activities which relate to the vision and mission of Kentucky School for the Blind.

7.6 Modifies own professional development plan to improve instructional strategies and to promote student learning.

7.3 Engages in professional growth activities to maintain and update knowledge and skills related to the academic and expanded core curriculum for students with visual impairments.

**Standard 7.** (Considerations for professional growth plan.)

7.4 Applies the knowledge, skills, and processes acquired through professional development.

<p><b>Standard 8: Demonstrates Effective Use of Technology:</b> <i>The teacher uses technology to effectively support student performance; enhance professional growth and productivity; access and manipulate data; communicate and collaborate with colleagues, parents, and the community; and conduct research.</i></p>	
<p>8.1 Operates a multimedia computer and peripherals to install and use a variety of software.</p>	<p>8.10 Practices equitable and legal use of computers and technology in professional activities.</p>
<p>8.2 Uses terminology related to computers and technology appropriately in written and verbal communication</p>	<p>8.11 Facilitates the lifelong learning of self and others through the use of technology.</p>
<p>8.3 Demonstrates knowledge of the use of technology in business, industry, and society.</p>	<p>8.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.</p>
<p>8.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.</p>	<p>8.13 Advises and promotes research-based instructional practices that use computers and other technology including assistive technology.</p>
<p>8.5 Creates and uses multimedia presentations using scanners, digital cameras, and video cameras.</p>	<p>8.14 Promotes and includes recommendations for the use of computers and other technology for individual, small group, and large group learning activities.</p>
<p>8.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction</p>	<p>8.15 Uses technology to support multiple assessments of student learning.</p>
<p>8.7 Uses computers and other technologies such as interactive audio/video conferencing and other distance learning applications to enhance professional productivity.</p>	<p>8.16 Promotes and supervises students during consultation/assessment in the ethical and legal use of technology.</p>
<p>8.8 Demonstrates knowledge and use of appropriate assistive/adaptive devices specific to students with visual impairments.</p>	<p><b>Standard 8.</b> (Considerations for professional growth plan.)</p>
<p>8.9 Recommends appropriate assistive and adaptive devices for students with visual impairments consistent with assessment data.</p>	

## SUMMATIVE CONFERENCING FORM

*Teacher Consultant*

(Evaluator and evaluate discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instrument. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, per entries, products, units of study, etc.)

Evaluatee/Observee \_\_\_\_\_ Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

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

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be attached)			
<b>1: Demonstrates Professional Leadership and Sense of Professional Responsibility</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
1.1 Builds positive relationships within and between school and community.				
1.2 Promotes leadership potential in colleagues.				
1.3 Participates in professional organizations and activities				
1.4 Writes and speaks effectively.				
1.5 Contributes to the professional knowledge and expertise about teaching and learning with emphasis on the academic and expanded core curriculum for students with visual impairments.				
1.6 Guides the development of curriculum and instructional materials relevant to students with visual impairments.				
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8 Interprets educational policies, programs, and procedures related to special services.				
1.9 Maintains confidentiality of records and information related to individual cases.				
1.10 Initiates and develops educational projects and programs.				
1.11 Completes job requirements according to timelines.				
1.12 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.				
1.13 Demonstrates punctuality and good attendance for all duties.				
1.14 Adheres to school board policies and administrative procedures.				
1.15 Adheres to the state professional Code of Ethics.				
Overall rating for Summative Evaluation Form				
<b>2: Demonstrates Effective Interpersonal and Communication Skills</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
2.1. Treats people fairly, equitably, and with dignity and respect.				
2.2. Demonstrates a warm and caring attitude toward students.				
2.3. Establishes a constructive climate in parent conferences and during ARC meetings.				
2.4. Shows consideration for differing opinions and ideas.				
2.5. Adapts to change as the situation demands.				
2.6. Maintains a cooperative relationship with colleagues and co-workers.				
2.7. Communicates in a manner that reflects sensitivity to a multicultural and global perspective.				
Overall rating for Summative Evaluation Form				
<b>3: Demonstrates Knowledge of Content</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
3.1 Communicates a breadth of content knowledge relevant to the academic and expanded core curriculum for students with visual impairments.				
3.2 Demonstrates a general knowledge that allows for integration of ideas and information related to the expanded core curriculum across the disciplines.				
3.3 Demonstrates a general knowledge of academic and expanded core curriculum that allows the teacher consultant to communicate appropriate recommendations to service providers regarding the student's ability and learning styles.				
3.4 Connects content knowledge and expanded core curriculum to real-world applications.				

3.5	Consults with teachers to suggest appropriate modifications/adaptations for lessons and instructional materials that reflect knowledge of current constructs and principles of the discipline being taught and the expanded core curriculum.				
3.6	Analyzes sources of factual information for accuracy.				
3.7	Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
Overall rating for Summative Evaluation Form					
<b>4: Designs/Plans, Implements and Demonstrates Proficiency in Assessment, Consultation, and Intervention Strategies</b>		<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
4.1	Aligns consultation/assessment with one or more of Kentucky's learning goals and academic expectations.				
4.2	Uses valid and reliable assessment techniques to provide information which is helpful in maximizing student achievement and adjustment.				
4.3	Makes appropriate provisions for assessment processes and addresses social, cultural, and physical diversity.				
4.4	Collects and analyzes assessment data including up-to-date records of student progress, using technologies as appropriate.				
4.5	Assists in the screening of students to determine the need of more comprehensive assessment.				
4.6	Follows and adheres to federal/state requirements for assessment (i.e., IDEA, KAR's).				
4.7	Assists with the interpretation and utilization of test scores and assessment-related issues.				
4.8	Assesses student access to programs and curricula; proposes appropriate recommendations and needed adjustments.				
4.9	Formulates practical educational interventions consistent with assessment/consultation data.				
4.10	Develop and incorporates strategies that address sensitivity to physical, social, and cultural aspects and differences.				
4.11	Uses knowledge of trends, learning, teaching, and student development to maximize opportunities for successful learning.				
4.12	Provides suggestions/recommendations that include creative and appropriate use of technology/assistive technology.				
4.13	Includes recommendations relative to student's visual impairment in regards to the physical arrangement of the classroom to support the types of teaching and learning that are to occur.				
4.14	Suggests interventions that are developmentally appropriate for the learner.				
4.15	Completes reports which are well written and easily understood by parents and school personnel.				
4.16	Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
4.17	Consults with parents and staff on effective intervention strategies.				
4.18	Contributes to development/inclusion of appropriate educational goals/benchmarks, specially designed instruction, and supplemental aids and services for student Individual Education Plans (IEP).				
Overall rating for Summative Evaluation Form					
<b>5: Demonstrates Effective Skills in Collaboration</b>		<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
5.1	Demonstrates competent problem-solving skills.				
5.2	Initiates collaboration with teachers, administrators, and parents in assessment and intervention strategies to enhance student learning.				
5.3	Contributes to the development and evaluation of instructional programs designed to promote the academic and expanded core curriculum for students with visual impairments.				
5.4	Collaborates with community agencies and professionals to enhance service delivery to students with visual impairments.				
5.5	Articulates expectations for each collaborative event, (e.g., timelines and responsibilities).				
5.6	Invites colleagues, parents, community representatives, and others to help design and implement collaborative projects that will result in expanded instructional opportunities for students with visual impairments.				
5.7	Analyzes previous collaborative experiences to improve future experiences.				
5.8	Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				
Overall rating for Summative Evaluation Form					

<b>6: Reflects/Evaluates Consultations and Assessments</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
6.1 Assesses and analyzes the effectiveness of the consultation/assessment.				
6.2 Makes appropriate changes to consultation/assessment based upon feedback and reflection.				
6.3 Uses knowledge acquired from past teaching and consultation/assessment experiences to anticipate future challenges.				
Overall rating for Summative Evaluation Form				
<b>7: Assumes Responsibility for and Engages in Professional Development</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
7.1 Establishes priorities for professional growth				
7.2 Engages in professional growth activities which relate to the vision and mission of Kentucky School for the Blind.				
7.3 Engages in professional growth activities to maintain and update knowledge and skills related to the academic and expanded core curriculum for students with visual impairments.				
7.4 Applies the knowledge, skills, and processes acquired through professional development.				
7.5 Takes advantage of opportunities to learn from colleagues, students, parents and community.				
7.6 Modifies own professional development plan to improve instructional strategies and to promote student learning.				
Overall rating for Summative Evaluation Form				
<b>8: Demonstrates Effective Use of Technology</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
8.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
8.2 Uses terminology related to computers and technology appropriately in written and verbal communication				
8.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
8.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
8.5 Creates and uses multimedia presentations using scanners, digital cameras, and video cameras.				
8.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies to enhance professional productivity and support instruction				
8.7 Uses computers and other technologies such as interactive audio/video conferencing and other distance learning applications to enhance professional productivity.				
8.8 Demonstrates knowledge and use of appropriate assistive/adaptive devices specific to students with visual impairments.				
8.9 Recommends appropriate assistive and adaptive devices for students with visual impairments consistent with assessment data.				
8.10 Practices equitable and legal use of computers and technology in professional activities.				
8.11 Facilitates the lifelong learning of self and others through the use of technology.				
8.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.				
8.13 Advises and promotes research-based instructional practices that use computers and other technology including assistive technology.				
8.14 Promotes and includes recommendations for the use of computers and other technology for individual, small group, and large group learning activities.				
8.15 Uses technology to support multiple assessments of student learning.				
8.16 Promotes and supervises students during consultation/assessment in the ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

This column provides for one or more ratings. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two rating would be checked. Likewise, one could "not meet" the performance criteria and "need growth." If the "does not meet" cell is checked, the cell "growth needed" must be checked.

## SUMMATIVE EVALUATION FOR TEACHER CONSULTANTS

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

Evaluatee \_\_\_\_\_ Grade/Area \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Position \_\_\_\_\_  
 School \_\_\_\_\_

Date(s) of Observatio(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_  
 Date(s) of Coference(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**Teacher Standards:**

**Ratings:**

Meets

\*Does Not Meet

1. Demonstrates Professional Leadership
2. Demonstrates Effective Interpersonal and Communication Skills
3. Demoastrates Knowledge of Content
4. Designs/Plans, Implements and Demonstrates Proficiency in Assessment, Consultation, and Intervention Strategies
5. Demonstrates Effective Skills in Collaboration
6. Reflects/Evaluates Consultations and Assessments
7. Assumes Responsibility for and Engages in Professional Development
8. Demonstrates Use of Technology

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating \_\_\_\_\_

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

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

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 \_\_\_\_\_

Evaluator:

Signature \_\_\_\_\_

Date \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of Kentucky School for the Blind district evaluation plan.

**Employment Recommendation to Central Office:**

\_\_\_\_\_ Meets teacher standards for re-employment

\_\_\_\_\_ Does not meet teacher standards for reemployment

*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 distroct plan.*

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

## Individual Professional Growth Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year \_\_\_\_\_

Identified School/District Improvement Plan Goal and/or Objective:

Present Professional Development Stage	Growth Goal(s)/Objective(s) (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)	Procedures and Activities for Achieving Goals(s)/Objective(s)	Expected Impact	Target Dates for Completion/ Review
----------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------	-----------------	-------------------------------------

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:	Annual Review:    Achieved;    Revised;    Continued
Employee's Signature _____ Date _____	Employee's Signature _____ Date _____
Supervisor's Signature _____ Date _____	Supervisor's Signature _____ Date _____

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

**INDIVIDUAL CORRECTIVE ACTION PLAN**  
for

Date \_\_\_\_\_ Work Site \_\_\_\_\_

Standard No.	*Present PG Stage	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Comments:

\_\_\_\_\_

\_\_\_\_\_

Individual Corrective Action Plan Developed:	STATUS: Achieved	Revised	Continued
_____ (Evaluatee's Signature) _____ (Date)	_____	_____	_____
_____ (Evaluator's Signature) _____ (Date)	_____	_____	_____

\*Professional Growth Plan Stages:

OA=Orientation/Awareness P/A=Preparation/Application I/M=Implementation/Management  
R/I=Refinement/Impact

## 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.

*Review the following standard titles and descriptions of each:*

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>1. Vision</b>	A school administrator is an educational leader who promotes the success of all students by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</b>
<b>2. School Culture and Learning</b>	A school administrator is an educational leader who promotes the success of all students by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>
<b>3. Management</b>	A school administrator is an educational leader who promotes the success of all students by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b>
<b>4. Collaboration</b>	A school administrator is an educational leader who promotes the success of all students by <b>collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>
<b>5. Integrity, Fairness, Ethics</b>	A school administrator is an educational leader who promotes the success of all students by <b>acting with integrity, fairness, and in an ethical manner.</b>
<b>6. Political, Economic, Legal</b>	A school administrator is an educational leader who promotes the success of all students by <b>understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>

ISLLC  
Evaluation Standards and Performance Criteria  
for Education Administrators

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

### Standard 1: Vision

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

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

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

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

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

- 2.1 all individuals are treated with fairness, dignity, and respect
- 2.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 students and staff feel valued and important
- 2.4 the responsibilities and contributions of each individual are acknowledged
- 2.5 barriers to student learning are identified, clarified, and addressed
- 2.6 diversity is considered in developing learning experiences
- 2.7 life long learning is encouraged and modeled
- 2.8 there is a culture of high expectations for self, student, and staff performance
- 2.9 technologies are used in teaching and learning
- 2.10 student and staff accomplishments are recognized and celebrated
- 2.11 multiple opportunities to learn are available to all students
- 2.12 the school is organized and aligned for success
- 2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 the school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used in making decisions
- 2.17 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

### Standard 3: Management

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

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

- 3.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studied, and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human, and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem-framing and problem-solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group-process and consensus-building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

### Standard 4: Collaboration

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

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

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

## Standard 5: Integrity, Fairness, Ethics

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

Performances – The administrator facilitates process and engages in activities 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: Political, Economic, Legal

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

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

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

## DATA COLLECTION SUMMARY

### EDUCATION ADMINISTRATORS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observer \_\_\_\_\_ Position \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

Observation Information:

Date \_\_\_\_\_ Activity Observed: \_\_\_\_\_

Time \_\_\_\_\_ Product Critiqued: \_\_\_\_\_

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

### STANDARDS/PERFORMANCE CRITERIA

<b>Standard 1: Vision</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	1.10 Assessment data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stakeholders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts.	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.
1.8 The vision shapes the educational programs, plans, and actions	STANDARD I (Consideration for Professional Growth)

**Standard 2: School Culture and Learning**

*The education administrator facilitates processes and engages in activities ensuring that:*

2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and addressed	2.16 A variety of sources of information is used in making decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Life long learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students
2.8 There is a culture of high expectations for self, student, and staff performance	2.19 A variety of supervisory and evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	Standard 2. (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

**Standard 3: Management**

*The education administrator facilitates processes and engages in activities ensuring that:*

<p>3.1 Knowledge of learning, teaching, and student development is used to inform management decisions</p>	<p>3.13 Stakeholders are involved in decisions affecting schools</p>
<p>3.2 Operational procedures are designed and managed to maximize opportunities for successful learning</p>	<p>3.14 Responsibility is shared to maximize ownership and accountability</p>
<p>3.3 Emerging trends are recognized, studied, and applied as appropriate</p>	<p>3.15 Effective problem-framing and problem-solving skills are used</p>
<p>3.4 Operational plans/procedures to achieve the vision and goals of the school are in place</p>	<p>3.16 Effective conflict resolution skills are used</p>
<p>3.5 Collective bargaining and other contractual agreements related to the school are effectively managed</p>	<p>3.17 Effective group-process and consensus-building skills are used</p>
<p>3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively</p>	<p>3.18 Effective communication skills are used</p>
<p>3.7 Time is managed to maximize attainment of organizational goals</p>	<p>3.19 There is effective use of technology to manage school operations</p>
<p>3.8 Potential problems and opportunities are identified</p>	<p>3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively</p>
<p>3.9 Problems are confronted and resolved in a timely manner</p>	<p>3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained</p>
<p>3.10 Financial, human, and material resources are aligned to the goals of school</p>	<p>3.22 Human resources function support the attainment of school goals</p>
<p>3.11 The school acts entrepreneurially to support continuous improvement</p>	<p>3.23 Confidentiality and privacy of school records are maintained</p>
<p>3.12 Organizational systems are regularly monitored and modified as needed</p>	<p>Standard 3. (considerations for professional growth plan)</p>

**Standard 4: Collaboration**

*The education administrator facilitates processes and engages in activities ensuring that:*

4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religious, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	Standard 4. (considerations for professional growth plan.)
4.9 Community youth family services are integrated with school programs	

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

*The education administrator facilitates processes and engages in activities ensuring that:*

5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	Standard 5. (considerations for professional growth plan.)
5.9 Protects the rights and confidentiality of students and staff	

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

*The education administrator facilitates processes and engages in activities ensuring that*

6.1 The environment in which schools operate is influenced on behalf of students and their families	6.5 Public policy is shaped to provide quality education for students
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.6 Lines of communication are developed with decision makers outside the school community
6.3 There is ongoing dialogue with representatives of diverse community groups	Standard 6. (considerations for professional growth plan.)
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	

# SUMMATIVE CONFERENCING FORM

Education Administrators

## ANALYSES OF PERFORMANCE AND BASIS FOR INDIVIDUAL PROFESSIONAL GROWTH PLANS/SUMMATIVE EVALUATION

*Evaluate and evaluate discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instrument. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolios, records, products, work samples, reports, etc.)*

Evaluate/Observe \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

Standards/Performance Criteria	Performance/Products/Portfolio Ratings			Professionals Growth Activities Discussed
	(More than one (2) rating may be checked)			
<i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Greatly Exceeds	Does Not Meet	
<b>1: Vision</b>				
1.1 The vision and mission of the school is effectively communicated to staff, parents, students, and community				
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 The core beliefs of the school vision are modeled for all stakeholders				
1.4 The vision is developed with and among stakeholders				
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 Progress toward the vision and mission is communicated to all stakeholders				
1.7 The school community is involved in school improvement efforts				
1.8 The vision shapes the educational programs, plans, and actions				
1.9 Provides opportunities that encourage collaboration among others in the use of resources				
1.10 Assessment data related to student learning 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 and implementation plans are regularly monitored, evaluated and revised				
<b>Overall rating for Summative Evaluation Form</b>				
<b>2: School Culture and Learning</b>				
2.1 All individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 The responsibilities and contributions of each individual are acknowledged				
2.5 Barriers to student learning are identified, clarified and addressed				
2.6 Diversity is considered in developing learning experiences				
2.7 Life long learning is encouraged and modeled				
2.8 There is a culture of high expectations for self, student, and staff performance				
2.9 Technologies are used in teaching and learning				
2.10 Student and staff accomplishments are recognized and celebrated				
2.11 Multiple opportunities to learn are available to all students				
2.12 The school is organized and aligned for success				
2.13 Curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14 Curriculum decisions are based on research, expertise of teachers, and the Recommendations of learned societies				
2.15 The school culture and climate are assessed on a regular basis				
2.16 A variety of sources in 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				
2.19 Pupil personnel programs are developed to meet the needs of students and their families				
<b>Overall rating for Summative Evaluation Form</b>				

## SUMMATIVE CONFERENCING FORM

Education Administrators

Standards/Performance Criteria	Performance/Products/Tangible Evidence			Professional Growth Activities
	More than one (1) rating can be checked			
<b>3: Management</b>	Meets	Exceeds Meets	Does Not Meet	Discussed
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 entrepreneurially to support continuous improvement				
3.12 Organizational systems are regularly monitored and modified as needed				
3.13 Stakeholders are involved in decisions affecting schools				
3.14 Responsibility is shared to maximize ownership and accountability				
3.15 Effective Problem-framing and problem-solving skills are used				
3.16 Effective conflict resolution skills are used				
3.17 Effective group-process and consensus-building skills are used				
3.18 Effective communication skills are used				
3.19 There is effective use of technology to manage school operations				
3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 Human resource functions support the attainment of school goals				
3.23 Confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration:				
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				
Overall rating for Summative Evaluation Form				

**Education Administrators**

Standards/Performance Criteria	Performance/Progress/Portfolio Ratings			Professional Growth Activities Discussed
	(More than one (1) rating may be checked)			
	Meets	Growth Needed	Does Not Meet	
<b>5: Integrity, Fairness, Ethics:</b>				
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to 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 the 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				
Overall rating for Summative Evaluation Form				
<b>6: Political, Economic, Legal:</b>				
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

\*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.



# APPENDIX A

## CODE OF ETHICS 704 KAR 20:680

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

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

### To 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 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.

### To PARENTS

- Shall make responsible 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, and shall not offer any of these to obtain special advantage.

### To 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 exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

APPENDIX B

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

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

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

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

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

(3) "Evaluation" means:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Training shall:

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

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

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

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

(3) Testing shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

APPENDIX C

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

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

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

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

(c) Phase Three: Evaluation for Deficiency.

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

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

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

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

Effective: July 14, 2000

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

## APPENDIX D

704 KAR 20:690. Kentucky Teacher Internship Program.

RELATES TO: KRS 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030

**NECESSITY, FUNCTION, AND CONFORMITY:** KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program.

**Section 1. Definitions.** (1) "Half-time basis" means teaching five (5) days a week for at least three (3) hours each day.

(2) "Instructional day" means a day that:

- (a) School is in session;
- (b) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development;
- (c) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

**Section 2. Basis for Professional Judgment by the Teacher Intern Committee.** (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation and in "Guiding and Assessing Teacher Effectiveness: A Handbook for Kentucky Teacher Internship Program Participants".

(2) In arriving at its professional judgment, the beginning teacher committee shall take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the intern period. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

- (a) A systematic observation of classroom performance;
- (b) A review of portfolio materials that shall be developed by the teacher intern; and
- (c) A review of the response of the teacher intern to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the period of internship.

(3) As a significant part of the process, the beginning teacher committee shall utilize the New Teacher Standards for Preparation and Certification established by the Education Professional Standards Board in 704 KAR 20:730.

**Section 3. Committee Membership Appointment.** (1) School districts shall recruit a pool of resource teachers to complete the Kentucky Teacher Intern Program training in order to establish eligibility for appointment to teacher intern committees.

(2) Principal members and resource teachers shall be recommended by the employing school district for appointments by the Office of Teacher Education and Certification to teacher intern committees:

(3) If the internship is established at a nationally or regionally accredited nonpublic school in which a certified principal is not employed, the guidelines of the accrediting organization for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, a written rationale for appointment of the

person to serve as the principal member shall be sent to the Office of Teacher Education and Certification for approval.

(4) The Office of Teacher Education and Certification shall consult with representatives of the teacher training institutions with respect to the school districts and the geographical area to be served by teacher educator members on teacher intern committees.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position for which the teacher intern receives compensation during one (1) school year, or

(b) Two (2) semesters of no less than seventy (70) instructional days each of employment in a certified position for which the teacher intern receives compensation in more than one (1) school year.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district shall complete and submit the confirmation of employment form for each teacher intern to the Office of Teacher Education and Certification:

1. On or before October 15 for a teacher intern participating in the internship for the fall semester; or

2. On or before March 15 for a teacher intern participating in the internship for the spring semester.

(b) If the district fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) of this subsection, the district shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when seventy (70) instructional days are available.

(4) A teacher intern may participate in the internship if he is teaching on at least a half-time basis. A school district offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how the part-time employment offered by the district is commensurate with the half-time basis requirement of this administrative regulation.

(5) Termination or resignation of the internship shall be prohibited unless a written request of the action is approved by the Education Professional Standards Board. A teacher intern who terminates or resigns the internship without the approval of the Education Professional Standards Board shall be recorded as unsuccessfully completing the internship for that school year.

(6) The internship shall be established in a classroom which corresponds to the certificate of the teacher intern.

Section 5. Designation and Duties of Chair, Responsibilities of Resource Teacher, Responsibilities of Teacher Intern, and Requirements for Timing and Content of Intern Committee Meetings. (1) The principal member of the three (3) person intern committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for collecting and filing reports of the intern committee as

required by this administrative regulation.

(2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's progress in the internship. Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete fifty (50) additional hours of out-of-class time identified in KRS 161.030 in consultation with the intern to:

(a) Assist the teacher intern in the development of his professional growth plan;

(b) Assist the teacher intern in areas identified in the professional growth plan;

(c) Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;

(d) Arrange activities such as attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan or the New Teacher Standards. The resource teacher shall not spend this required consultation time with the teacher intern at regular school extracurricular activities, unless these activities are part of the teacher intern's teaching responsibilities and the resource teacher relates the time spent to the teacher intern's professional growth plan or the New Teacher Standards; and

(e) Continually assess the intern's progress in the internship in relation to each of the New Teacher Standards.

(3) The teacher intern shall:

(a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the New Teacher Standards;

(b) Attend all intern committee meetings;

(c) Participate with the resource teacher in the fifty (50) hours of consultation time to be spent outside of an instructional setting;

(d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional observation; and

(e) Complete a professional growth plan (PGP).

(4) The chair shall establish a schedule that provides the following sequence of meetings of the beginning teacher committee for full-year assignments.

(a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;

(b) The second meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting and shall have been preceded by classroom observations by all committee members;

(c) The third meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting and shall have been preceded by a second set of classroom observations by all committee members; and

(d) The fourth meeting shall be held between 111 and 140 instructional days following the orientation meeting and shall have been preceded by a third set of classroom observations by all committee members.

(5) The resource teacher, upon appointment, shall begin to render assistance to the intern.

(6) Committees formed during the spring semester shall establish a meeting schedule that observes the time sequences established in subsection (4) of this section for the full-year teacher interns but which shall span the spring and fall semesters of two (2) school years.

(7)(a) Classroom observations conducted by committee members shall be:

1. Of at least one (1) hour or one (1) class period in duration; and

2. In the classroom or at the work station of the teacher intern.

(b) Additional classroom observations may be conducted at the option of the committee.

(c) All classroom observations shall be scheduled in advance in order to provide adequate time for preparation by the teacher intern.

(8) All members of the committee shall attend all four (4) meetings of the committee.

(9) At the orientation meeting of the beginning teacher committee, the following items shall be addressed:

(a) Expectations on the part of the teacher intern and each committee member;

(b) Procedures and materials for classroom observations;

(c) Use of classroom observation data in designing the teacher intern's professional growth plan;

(d) Requirements for the intern portfolio;

(e) General schedule for the events to take place during the internship program; and

(f) Work of the resource teacher with the teacher intern.

(10)(a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the portfolio, and reports of the resource teacher that shall support the growth of the teacher intern.

(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in a relation to each of the New Teacher Standards.

(11) The professional growth plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all New Teacher Standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions. (1) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year interns shall be reported by the chair to the local school superintendent or other employer and to the Office of Teacher Education and Certification by May 1 or no later than two (2) weeks following

the final committee meeting, whichever occurs first. The final report shall be accompanied by the resource teacher time sheets.

(2) If a teacher intern's performance is judged by the intern committee to be unsatisfactory, the intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(3) If the teacher intern is initially employed during the second semester of a school year, an interim report based upon the orientation meeting and at least one (1) set of classroom observations and report of subsequent committee meeting shall be sent by the committee chairperson to the local school superintendent or other employer and to the Office of Teacher Education and Certification no later than May 15. The teacher intern may continue the internship with employment for a semester during a subsequent school year if employed in a public or nonpublic accredited school.

Section 7. Payments to Committee Members. (1) Within the provisions of the budgetary act, the Office of Teacher Education and Certification shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not work with more than one (1) intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

1. \$1,000 for a year of service; and

2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

Section 8. Appeals. (1) Appeals by teacher interns shall be reviewed by a committee of four (4) persons named on an annual basis by the Education Professional Standards Board. The appeals committee shall include one (1) teacher, one (1) principal, one (1) teacher educator, and be facilitated by the Executive Secretary of the Education Professional Standards Board, or his designee. An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

(2) The teacher intern shall file the appeal within thirty (30) calendar days of written notice of failure of

the internship.

(3)(a) The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports and additional documentation, and other written information requested by the appeals committee.

(b) The appeals committee may request verbal testimony from the teacher intern, or his designee, and a member of the beginning teacher committee, or its designee.

(c) To the extent necessary for the full disclosure of all relevant facts and issues, the appeals committee shall afford all parties the opportunity to respond, present evidence and argument, conduct cross-examination, and submit rebuttal evidence. Its decision shall be based upon demonstration of compliance with the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the New Teacher Standards;
2. Appropriate documentation of at least twenty (20) hours in the instructional setting and fifty (50) hours outside normal working hours spent by the resource teacher in assisting the teacher intern;
3. Assignment of intern committee members in accordance with legal requirements;
4. Specified procedures for the timing, content, reporting, and signing of classroom observation forms, intern committee meeting forms, and time forms; and
5. Agreement between classroom observation reports, professional growth plans, intern committee meeting reports, and the final decision of the committee.

(4) At least three (3) members of the appeals committee shall be present, or have reviewed all materials and provided a written opinion on the appeal, in order for a decision to be made.

(5) The committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(6) If the decision of the beginning teacher committee is not upheld, the Office of Teacher Education and Certification shall issue the appropriate certificate to the teacher intern.

(7) If the decision of the beginning teacher committee is upheld, the Office of Teacher Education and Certification shall issue the statement of eligibility for Internship, unless the teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program or the period of validity of the statement of eligibility has expired.

(8) A decision entered under this section of this administrative regulation shall be a final order of the Education Professional Standards Board. An appeal from a final order shall be filed in Franklin Circuit Court in accordance with KRS Chapter 13B.

Section 9. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 10. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Guiding and Assessing Teacher Effectiveness: A Handbook for Kentucky Teacher Internship Program Participants," June 2000 edition; and

(b) Statement of Eligibility/Confirmation of Employment form, reviewed June 1999.

(2) This material may be inspected, copied, or obtained at the Division of Testing and Internship, Office of Teacher Education and Certification, Kentucky Department of Education, 1024 Capital Center Drive, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000.)

## APPENDIX E

704 KAR 3:035. Annual professional development plan.

RELATES TO: KRS 156.095, 156.0951, 156.101, 158.070

STATUTORY AUTHORITY: KRS 156.070, 156.095, 158.070

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.095 and 156.0951 authorize the Kentucky Board of Education to establish, direct, and maintain a statewide program of professional development training, with the purpose of the program being the improvement of instruction in the public schools; KRS 158.070 requires the state board to promulgate administrative regulations establishing guidelines and procedures to be followed for the approval of the four (4) days of the minimum school term which are mandated to be utilized by each local school district for professional development activities for the professional staff. This administrative regulation identifies the components of professional development planning and requires each school and local district to submit annually professional development plans by which they are to be guided in providing suitable professional development training programs and in requiring all instructional leaders to participate in a statewide training program implemented under KRS 156.101.

Section 1. Definitions. The following definitions shall apply to this administrative regulation:

- (1) "Needs assessment" means the gathering, sorting, and analysis of data that lead to conclusions regarding the need for professional development in identified areas.
- (2) "Professional development" means those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students.
- (3) "Professional development plan" means a product that clearly identifies how assessment, planning, implementation, and evaluation are to be accomplished relative to defined standards, goals, or objectives.
- (4) "Professional development program" means a process of professional development that is measurable by indicators. It may be composed of several initiatives.

Section 2. Each local school and district shall develop a process for professional development. This process shall lead to a plan that describes training activities which the school and district will provide for its certified staff within the goals as established in KRS 158.6451 and local needs assessment. The local district and

school plans shall be submitted to the Department of Education prior to the implementation of the plans.

Section 3. Each school and local district shall have on file with the Department of Education a professional development plan that meets the following six (6) standards:

- (1) There is a clear statement of the school or district mission;
- (2) There is evidence of representation of all persons affected by the professional development program;
- (3) Application of needs assessment analysis is evident;
- (4) Professional development objectives are focused on the school or district mission and derived from needs assessment;
- (5) The professional development program and implementation strategies are designed to support school or district goals and objectives; and
- (6) A process for evaluating professional development experiences and improving professional development initiatives is incorporated in the plan.

Section 4. (1) The professional development plan shall address any instructional improvement or training needs that are in accordance with the goals as established in KRS. 158.6451.

- (2) Professional development activities shall be related to teachers' instructional assignments and administrators' professional responsibilities. Activities shall support the local school's instructional improvement goals and objectives identified in the professional development plan.
- (3) Activities for professional development credit of classroom teachers shall not supplant any of the six (6) hour instructional day.
- (4) A district may report flexible professional development activities on unpaid, noncontact snow days. This shall require a district calendar change and the change shall be reported to the Department of Education.
- (5) Professional development experiences that relate to an individual professional growth plan may be used to satisfy the requirements for certification or renewal options as established by the Kentucky Education Professional Standards Board in 704 KAR Chapter 20.
- (6) Professional development grant dollars may be used for college or graduate course tuition reimbursement for a teacher in specific academic subject content

areas in math, science, English/language arts, social studies, arts and humanities for which he is assigned to teach. The use of professional development funds for this purpose shall be specified in the district professional development plan approved by the school board or the school plan approved by the school council as to funds under its control. Particular content areas and grade levels which qualify for reimbursement may be specified based upon information about the level of academic preparation of the teacher employed, local student performance data, and instructional need.

(7) Professional development credit shall not be awarded for those activities that provide remuneration beyond travel, food, lodging or tuition.

(8) A school district implementing a flexible professional development schedule shall award professional development credit for any given academic school year within the professional development plan.

(9) Appropriate professional development experiences shall be those which address instructional improvement for the school district, an individual school or a group of teachers in accordance with goals identified from the needs assessment.

(10) Activities which are not appropriate as professional development experiences shall include the following:

- (a) Organizational business meetings;
- (b) Compiling class rosters;
- (c) Scheduling;
- (d) Textbook adoption committee meetings;
- (e) Writing lesson plans;
- (f) Housekeeping duties;
- (g) Faculty meetings;
- (h) Extracurricular activities;
- (i) PTA/PTO meetings;
- (j) Sporting events;
- (k) Field trips; and

(l) Parent-teacher conferences.

(11) Parent-teacher conferencing skill development shall be permissible as professional development.

Section 5. The Qualifications and Duties of the District Professional Development Coordinator. (1) Qualifications for the position of district professional development coordinator shall include:

(a) A staff member meeting the certification requirement for a professional development coordinator as established by the Education Professional Standards Board in 704 KAR 20:165;

(b) Experience in professional development planning; and

(c) A demonstrated ability to connect professional development with effective instructional practices and student achievement data.

(2) Duties of the district professional development coordinator shall include:

(a) Conducts the district needs assessment;

(b) Coordinates the intradistrict alignment of goals, objectives, and activities for professional development;

(c) Provides technical assistance to school councils, staff and professional development committees in the alignment of professional development activities with school goals as identified through the local school planning process;

(d) Disseminates professional development information to school councils, staff members, and professional development committees;

(e) Coordinates the planning, implementation and evaluation of the district professional development program which is aligned, supportive, and developed in conjunction with local school plans;

(f) Upon request by a school council or school staff, provides technical assistance on the evaluation and coordination of school-based professional development activities;

(g) (5) Coordinates the establishment of local policies, procedures, timetables, preparation of necessary forms and letters, assignment of workshop sites and all other practical elements of professional development training, including fiscal management;

(h) Maintains, verifies and, when appropriate, submits district and school professional development records, documentation, and other pertinent information to the Department of Education;

(i) Explains the district's professional development programs' objectives, results, and needs to school professionals, district staff, the board members, civic and parent groups; teacher training institutions and others as requested; and

(j) Maintains a professional contact with the Department of Education and other agencies involved in providing professional development activities.

Section 6. More than fifteen (15) percent of the district's professional development grant shall not be used for administrative purposes.

Section 7. When implementing professional development programs under KRS 158.070, a local school or district shall adhere to its professional development plan. (7 Ky.R. 697; Am. 902; eff. 4-23-81; 11 Ky.R. 251; eff. 9-11-84; 1472; eff. 5-14-85; 12 Ky.R. 1165; eff. 2-4-86; 1635; eff. 5-6-86; 17 Ky.R. 455; 1485; eff. 12-7-90; 3254; 18 Ky.R. 45; eff. 7-5-91; 3523; 19 Ky.R. 394; eff. 8-1-92; 394; 1885; eff. 4-19-93; 20 Ky.R. 843; eff. 12-6-93; 3311; eff. 8-4-94; 21 Ky.R. 2531; eff. 6-1-95; 25 Ky.R. 1141; eff. 1-19-99.)

## APPENDIX F

### APPEAL PROCEDURE

All certified employees at the Kentucky School for the Blind are entitled to due process.

Appeals are made by the evaluatee according to the following process:

The Kentucky School for the Blind shall maintain a local Appeal Panel. The certified appeal panel shall consist of three members—one appointed by the Associate Commissioner of the Office of Special Instruction Services or designee and the other two elected by and from employees holding positions requiring certification.

Appointees will serve two-year terms starting in September, and the elections for the two elected members of the appeal panel will be held in September. Third and fourth highest vote receivers will serve as alternates. The panel, after being selected, shall meet and elect the chairperson of the panel.

Within ten working days of the receipt of the summative evaluation, the evaluatee, wishing to do so, shall appeal to the Kentucky School for the Blind appeal panel using the appeal hearing request form. The evaluation appeal hearing request form shall be delivered to the superintendent or designee.

The appeal panel hearing procedures will be based on the following criteria:

- The purpose of the appeal panel is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concern of the panel.
- Five days prior to the hearing, copies of all documentation to be considered in the appeal shall be provided to the committee members, the evaluator, and the evaluatee.
- The chairperson will convene the hearing and establish procedures. The evaluatee has the right to determine whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. In both the open and closed hearings, witnesses may be called by either party, but the witnesses will not be allowed to observe the hearing process other than during their testimony. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her previously provided documentation including witnesses pertinent to the summative evaluation. Both substantive and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The evaluatee and Evaluator will then be excused. The panel will consider all information provided to them. A decision regarding their findings shall be presented to the superintendent within fifteen working days of the filing of the appeal.
- The panel's recommendation must include one of the following:
  - a new evaluation by a second certified evaluator
  - uphold the original evaluation
  - remove the summative evaluation (whole or part) from the personnel file

The chairperson of the panel shall present the decision to the Associate Commissioner of the Office of Special Instruction for action within three working days of the panel's decision.

The Associate Commissioner of the Office of Special Instruction shall receive the panel's recommendation and within five school days shall take such action as permitted by law to implement the panel's recommendations.

A certified employee who feels that the Kentucky School for the Blind is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education. The appeal procedures identified in 704 KAR 3:345 Section 9 (2)(a-e) shall be followed.

KENTUCKY SCHOOL FOR THE BLIND

Evaluation Appeal Hearing Request Form

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

I respectfully request that the Kentucky School for the Blind Appeal Panel hear my  
appeal.

My appeal challenges the summative findings on:

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

The date of the summative conference was \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

(This form must be delivered to the Associate Commissioner of the Office of Special Instruction Services or designee with 10 working days of the receipt of the summative evaluation. Evaluation records may be presented to and reviewed by the Kentucky School for the Blind Evaluation Appeal Panel).