

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



**May 2009**

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## CERTIFIED PERSONNEL EVALUATION PLAN

<u>Barren County Board of Education</u> <b>Name of District</b>	<u>(270) 651-3787</u> <b>Telephone</b>	<u>(270) 651-8836</u> <b>Fax</b>
<u>202 West Washington Street</u> <b>Street Address</b>	<u>Glasgow, Kentucky</u> <b>City and State</b>	<u>42141</u> <b>Zip Code</b>

Dr. Jerry Ralston  
**Name of Superintendent**

<u>Bill Walter</u> <b>Evaluation Contact Person</b>	<u>Assistant Superintendent</u> <b>Position</b>	<u>(270) 651-3787</u> <b>Telephone</b>
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### Evaluation Plan Development Committee Members and Their Position Titles:

**FY 2009**

Bill Walter	Assistant Superintendent
Benny Lile	Director of Instruction
Mark Wallace	Director of Special Education
Will Compton	Principal
Keith Hale	Principal
Cortni Crews	Principal
Melinda Owens	Teacher
Debbie Walton	Teacher
Amy Shipley	Teacher
Cindy Wilson	Teacher
Emily Forrester	Teacher
Allison Shepherd	Teacher

# **ASSURANCES**

## **CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

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

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

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The immediate supervisor of the certified employee will be designated as the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

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, including the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once 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 the presence of the evaluatee's chosen representative.

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 11, 2009.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## **EVALUATION PHILOSOPHY**

Based on the premise that all individuals are capable of improvement, evaluation in the Barren County School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils.

## **EVALUATION OBJECTIVES**

### **FORMATIVE:**

1. To improve overall instruction.
2. To encourage certified employees to improve their performance.
3. To identify the strengths and weaknesses of the individual.
4. To assist the individual in developing and implementing a program of growth in identified areas of weaknesses.
5. To promote continuing professional development.

### **SUMMATIVE:**

1. To provide a measure of accountability to the public.
2. To support individual personnel decisions.
3. To evaluate all certified personnel in the school district in a non-discriminatory manner.

# **CERTIFIED EVALUATION GUIDELINES**

The Formative stage will be a continuous cycle of gathering evaluation information based on predetermined criteria in the district plan. All observations or monitoring of performance of certified employees shall be conducted openly and with the full knowledge of the teacher or administrator. On the Teacher Formative Evaluation Instrument, administrators will mark Meets, Needs Growth or Does Not Meet for every Performance Criteria listed. If marked Needs Growth, the administrator will discuss Professional Growth Activities and document the activities on the Professional Growth Activities section of the Formative Evaluation Instrument.

The Summative stage includes a summary of all the information gathered during the formative stage. All summative evaluations (except for the Superintendent) shall be in writing on the district evaluation form. A copy shall be provided to each person evaluated. The Summative Evaluation and any written responses to evaluations shall become a part of the official personnel record. Administrators will mark Meets, Needs Growth, or Does Not Meet for every Standard listed. The administrator will complete all parts of the Summative Evaluation Instrument.

It is the intent of the District that all certified employees meet the District's standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District's standards in all categories. In the case of tenured certified employees, it is expected that the employee shall meet the District's standards in all categories. An Assistive Growth Plan for any standard that is not met shall be written for any employee whose contract is renewed. An employee with a continuing contract who does not meet the District's standards in all categories shall have an Assistive Growth Plan. Each Assistive Growth Plan shall be developed under the direction and guidance of the school principal or primary evaluator.

## **EVALUATION PROCEDURES**

The district will train the primary evaluators in the evaluation process. The performance-based teacher/administrator evaluation system includes two stages, formative and summative. 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.

In addition to the formal observations, the evaluation can be based upon many methods, which are recorded and shared with the evaluatee; including informal contacts, general knowledge of the individual, input from students and parents, and general observation by the evaluator which are recorded and shared with the evaluatee.

Special teachers and itinerants will be evaluated by the designated evaluator of the home school, and other principals may become contributors to the process.

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 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.

All evaluations shall be signed by the evaluator and evaluatee indicating that the evaluation has been seen and a conference held. A copy of all evaluations on approved district forms will be given to the person evaluated. All summative evaluations (except for the superintendent) will be in writing on approved district forms and will become a part of the individual's official personnel file.

**PROFESSIONAL GROWTH PLANS:**

An Individual Professional Growth Plan that is aligned with the school and/or district improvement plan for the upcoming school year shall be developed by all certified personnel and submitted to the central office by May 1. Individual Professional Growth Plans shall be reviewed annually.

**NON-TENURED TEACHERS:**

A summative evaluation shall occur annually for all non-tenured teachers. This evaluation shall include a minimum of two (2) formal observations. Each formal observation will be no less than a full period or an instructional block of time. The first observation shall occur no later than November 15. The second observation shall occur no later than April 1. The pre-observation form is required and should be attached to the Formative or Summative Observation Form. All formal observations shall include a post-observation conference. The post-observation conference shall occur within five (5) working days following the formal observation. All summative evaluations for non-tenured teachers shall be conducted by April 15<sup>th</sup>.

**TEACHER INTERNS:**

The intern shall be evaluated in accordance with the Kentucky Teacher Internship Program (KTIP). This guideline calls for a *minimum* of nine (9) formative observations by the internship committee. Since the internship program is for the purpose of certification, the district shall additionally prepare a summative evaluation that may be based upon the data gathered through the internship program. This summative evaluation shall be utilized for employment purposes by the district and shall be placed in the intern’s personnel file.

**TIMELINE FOR NON-TENURED TEACHERS**

Orientation	Within the first month of employment
First Formal Observation	Before November 15
Second Formal Observation	Before April 1
Individual Professional Growth Plan	Submitted to Central Office by May 1
Summative Evaluation	Submitted to Central Office by April 15

**TENURED TEACHERS:**

A summative evaluation shall occur a minimum of once every two (2) years for all tenured personnel. All tenured teachers whose last names begin with A-L will be evaluated during the 2009-2010 school year and every other year after. All tenured teachers whose last names begin with M-Z will be evaluated during the 2010-2011 school year and every other year after. The evaluation shall include a minimum of one (1) formal observation. This shall be for a full period or instructional block of time. In the event that the first observation of a tenured employee is unsatisfactory, at least one additional observation *must* be completed. Additional formal and informal observations may be conducted on tenured personnel whose observation results are unsatisfactory or requested by the evaluatee or evaluator. The pre-observation form is required and should be attached to the Formative or Summative Observation Form. All formal observations shall include a post-observation conference. The post-observation conference shall occur within five (5) working days following the formal observation.

**TIMELINE FOR TENURED TEACHERS**

Orientation	Within the first month of employment
Formal Observation	Before April 15
Individual Professional Growth Plan	Submitted to Central Office by May 1
Summative Evaluation	Submitted to Central Office by May 1

**ADMINISTRATORS:**

A summative evaluation shall occur annually for all administrators (including school counselors). The evaluation process shall include a minimum of one (1) formal observation for administrators having tenure in the district and a minimum of two (2) formal observations for administrators not having tenure in the district. Each formal observation will be for a minimum of one hour. In the event that the first observation of a tenured administrator is unsatisfactory, at least one additional observation *must* be completed. Additional formal and informal observations may be conducted on tenured and non-tenured administrators whose observation results are unsatisfactory or requested by the evaluatee or evaluator. All formal observations shall include a post-observation conference. The post-observation conference shall occur within five (5) working days following the formal observation.

**TIMELINE FOR ADMINISTRATORS NOT HAVING TENURE IN THE DISTRICT**

Orientation	Within the first month of employment
First Formal Observation	Before November 15
Second Formal Observation	Before April 1
Individual Professional Growth Plan	Submitted to Central Office by May 1
Summative Evaluation	Submitted to Central Office by April 15

**TIMELINE FOR ADMINISTRATORS HAVING TENURE IN THE DISTRICT**

Orientation	Within the first month of employment
Formal Observation	Before April 15
Individual Professional Growth Plan	Submitted to Central Office by May 1
Summative Evaluation	Submitted to Central Office by May 1

The Superintendent shall be evaluated annually by the Board and the evaluation shall be discussed with the Superintendent. The Superintendent shall submit an Individual Professional Growth Plan to the Board annually, in accordance with KRS 156.011, the Board shall establish the continuing professional development requirements of the Superintendent.

## **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 of 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 primary 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. Both the plan and the procedures must be approved by the Kentucky Department of Education.

**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:** 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, but may be another administrator or another teacher trained in the teacher's content area or a curriculum content specialist.

**openly:** with full knowledge of others (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 with the assistance of the evaluator. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan and must be reviewed annually.

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

**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.

**BARREN COUNTY SCHOOLS  
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

This plan is aligned with the Comprehensive Improvement Plan and professional development plans of the school/district.

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

1. Alignment with School/District Improvement Initiatives:

2. Standard (e.g., Teacher Standard 2—Designs and Plans Instruction):

3. Performance Criteria (e.g., 2.2 Uses contextual data to design instruction relevant to students.):

4. Growth Objectives/Goals (Describe desired outcome):

5. Present Stage of Development:  
\_\_\_\_ Orientation/Awareness \_\_\_\_ Preparation/Application \_\_\_\_ Implementation/Management \_\_\_\_ Refinement/Impact

6. Individual Growth Plan Developed:  
Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

7. Individual Growth Plan Achieved/Revised/Continued:  
Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# Instructions for Completing the Individual Growth Plan

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

## 1. Alignment with School Improvement Initiatives

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

## 2. Standards

Choose one of the appropriate standards.

<b>Teacher</b>	<b>Counselor</b>	<b>Library Media Specialist</b>	<b>School Psychologist</b>	<b>Administrator</b>
1. Demonstrates Applied Content Knowledge	1. Plans, organizes, and delivers the school counseling program	1. Demonstrates Proficiency as Administrator of the Library Media Program	1. Administers and interprets educational assessments	1. Vision, Mission, and Goals
2. Designs and Plans Instruction	2. Implements the school guidance curriculum	2. Provides effective Library Media Services and Resources	2. Provides direct interventions for students	2. Teaching and Learning
3. Creates and Maintains Learning Climate	3. Implements individual planning components	3. Demonstrates the Implementation of Technology	3. Provides consultation and training	3. Managing Organizational Systems and Safety
4. Implements and Manages Instruction	4. Provides individual and small group counseling, consultation and referrals	4. Evaluates performance and implements professional development	4. Assists in the development and implementation of a system of interventions for struggling students	4. Collaborating with Families and Stakeholders
5. Assesses and Communicates Learning Results	5. Provides system support	5. Performs professional and leadership responsibilities	5. Develops and implements a comprehensive School Psychology Program	5. Ethics and Integrity
6. Demonstrates the Implementation of Technology	6. Supports the principal in comprehensive school planning	6. Demonstrates effective interpersonal relationships	6. Performs professional and leadership responsibilities	6. The Education System
7. Reflects on and Evaluates Teaching and Learning	7. Collects and analyzes data		7. Communicates effectively and maintains effective interpersonal relationships	
8. Collaborates With Colleagues/Parents/Others	8. Monitors students on a regular basis as they progress			
9. Evaluates Teaching and Implements Professional Development	9. Uses time and calendars to implement an efficient program			
10. Performs Professional and Leadership Responsibilities	10. Assists in evaluating school wide positive behavior supports			
11. Demonstrates Effective Interpersonal Relationships	11. Participates in a yearly program review			
	12. Is a student advocate, leader, collaborator, and a systems change agent			

### **3. Performance Criteria**

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

### **4. Growth Objective(s) Goal(s)**

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

The goal(s) should be SMART.

**S**trategic, **M**easurable, **A**ligned to student learning needs, **R**esults driven, and **T**ime Significant

Examples:

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

### **5. Present Professional Development Stage**

Select one which matches your personal stage of growth:

Orientation/Awareness

Preparation/Application

Implementation/Management

Refinement/Impact

(See next page for the definitions of each)

### **6. Date Plan is Developed**

### **7. Target Dates for Completion**

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

## Stages of Development Related to Outcomes and Professional Development

Stage of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
<p><b>1. Orientation/Awareness Stage</b> at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.</p>	<ul style="list-style-type: none"> <li>❖ Be able to describe the general characteristics of the program and the requirements for use.</li> <li>❖ Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school.</li> <li>❖ Be able to identify the knowledge/skills needed for program implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information on key concepts.</li> <li>• Address personal concerns.</li> <li>• Present exemplars and non-exemplars.</li> <li>• Define competencies and requirements to implement program.</li> <li>• Provide opportunities for exploration.</li> </ul>
<p><b>2. Preparation/Application Stage</b> at which practitioners develop the skills and processes to begin program implementation.</p>	<ul style="list-style-type: none"> <li>❖ Develop the knowledge and skills needed for initial implementation of the program.</li> <li>❖ Identify the logistical requirements, necessary resources, and training for initial use of the programs.</li> <li>❖ Analyze existing resources to determine resources which need to be ordered.</li> <li>❖ Organize activities, events, and resources for initial use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Model skills and processes.</li> <li>• Simulate tasks and processes.</li> <li>• Provide coaching and feedback.</li> <li>• Observation of exemplary programs.</li> </ul>
<p><b>3. Implementation/Management Stage</b> at which practitioners learn to master the required tasks for implementation of the program in their workplace.</p>	<ul style="list-style-type: none"> <li>❖ Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program.</li> <li>❖ Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student.</li> <li>❖ Make appropriate adaptations, modifications in program needed to address local managerial and/or logistical issues.</li> <li>❖ Develop a knowledge of long term requirements for the use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring.</li> <li>• Technical Assistance.</li> <li>• Coaching.</li> <li>• Networking of Resources.</li> <li>• Visitation of successful programs in operation.</li> </ul>
<p><b>4. Refinement/Impact Stage</b> at which practitioners vary the use of practices to achieve maximum impact on student achievement.</p>	<ul style="list-style-type: none"> <li>❖ Analyze cognitive and affective effects of program on students.</li> <li>❖ Develop immediate and long-range plans which address possible needed changes in the program to enhance student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Networking with consultants and other practitioners operating at impact stage.</li> <li>• Regional and national sharing conferences.</li> <li>• Serving as training facilitators to other programs.</li> </ul>

**BARREN COUNTY SCHOOLS**  
**PRE-OBSERVATION FORM**  
(To be completed by the observee before the observation visit)

Educator: \_\_\_\_\_ Observer: \_\_\_\_\_

School: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_ Time/Period: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Content Area: \_\_\_\_\_ No. of Students: \_\_\_\_\_

Major Lesson Content of Unit Study: \_\_\_\_\_

1. What are the methods and/or strategies that will help achieve academic expectations for this lesson?

- |   |  |
|---|--|
| <input type="checkbox"/> Identifying Similarities and Differences     | <input type="checkbox"/> Summarizing and Note Taking       |
| <input type="checkbox"/> Reinforcing Effort and Providing Recognition | <input type="checkbox"/> Homework and Practice             |
| <input type="checkbox"/> Nonlinguistic Representations                | <input type="checkbox"/> Cooperative Learning              |
| <input type="checkbox"/> Setting Objectives and Providing Feedback    | <input type="checkbox"/> Generating and Testing Hypothesis |
| <input type="checkbox"/> Cueing and Questioning                       | <input type="checkbox"/> Advanced Organizers               |
| <input type="checkbox"/> Modeling                                     | <input type="checkbox"/> Learning Centers                  |
| <input type="checkbox"/> Project Based Learning                       | <input type="checkbox"/> Process Writing                   |
| <input type="checkbox"/> Peer-Teaching                                | <input type="checkbox"/> Lecturing                         |
| <input type="checkbox"/> Technology                                   | <input type="checkbox"/> Other                             |

2. Describe the teaching and learning activities that will take place.

3. How are you going to check student understanding and mastery of skills and concepts that are taught?

4. What particular teaching behaviors do you especially want monitored?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Questioning Techniques | <input type="checkbox"/> Wait Time        | <input type="checkbox"/> Engagement Techniques       |
| <input type="checkbox"/> Feedback               | <input type="checkbox"/> Teacher Praise   | <input type="checkbox"/> Interpersonal Relationships |
| <input type="checkbox"/> Gender Bias            | <input type="checkbox"/> Pacing of Lesson |  |
| <input type="checkbox"/> Other _____            |   |  |

5. Are there any special circumstances about which the administrator should be aware?

Observee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **TEACHER STANDARDS PERFORMANCE CRITERIA**

<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>	
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
<b>1.1 Communicates concepts, processes, and knowledge.</b>	
Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
<b>1.2 Connects content to life experiences of student.</b>	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
<b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
<b>1.4 Guides students to understand content from various perspectives.</b>	
Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
<b>1.5 Identifies and addresses students' misconceptions of content.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>	
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
<b>2.1 Develops significant objectives aligned with standards.</b>	
Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

<b>2.2 Uses contextual data to design instruction relevant to students.</b>	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
<b>2.3 Plans assessments to guide instruction and measure learning objectives.</b>	
Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
<b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b>	
Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
<b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

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

<b>3.1 Communicates high expectations.</b>	
Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
<b>3.2 Establishes a positive learning environment.</b>	
Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
<b>3.3 Values and supports student diversity and addresses individual needs.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to support student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
<b>3.4 Fosters mutual respect between teacher and students and among students.</b>	
Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

<b>3.5 Provides a safe environment for learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.
<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>	
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.	
<b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
<b>4.2 Implements instruction based on diverse student needs and assessment data.</b>	
Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
<b>4.3 Uses time effectively.</b>	
Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
<b>4.4 Uses space and materials effectively.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</b>	
Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>	
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.	
<b>5.1 Uses pre-assessments.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

<b>5.2 Uses formative assessments.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
<b>5.3 Uses summative assessments.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
<b>5.4 Describes, analyzes, and evaluates student performance data.</b>	
Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
<b>5.5 Communicates learning results to students and parents.</b>	
Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
<b>5.6 Allows opportunity for student self-assessment.</b>	
Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.
<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>	
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.	
<b>6.1 Uses available technology to design and plan instruction.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

<b>6.3 Integrates student use of available technology into instruction.</b>	
Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
<b>6.4 Uses available technology to assess and communicate student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
<b>6.5 Demonstrates ethical and legal use of technology.</b>	
Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.
<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>	
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	
<b>7.1 Uses data to reflect on and evaluate student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
<b>7.2 Uses data to reflect on and evaluate instructional practice.</b>	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.
<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>	
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.	

<b>8.1 Identifies students whose learning could be enhanced by collaboration.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
<b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</b>	
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.
<b>8.3 Implements planned activities that enhance student learning and engage all parties.</b>	
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
<b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b>	
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

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

<b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
<b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
<b>9.3 Designs a professional growth plan that addresses identified priorities.</b>	
Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
<b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</b>	

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.
<b>STANDARD 10: PERFORMS PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES</b>	
The teacher performs professional duties and provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
<b>10.1 Demonstrates leadership that enhances student learning and/or the professional environment of the school.</b>	
Initial-Level Performance	Advanced-Level Performance
Demonstrates leadership in the school, community, and/or professional organizations that has a positive impact on learning and/or the professional environment.	Demonstrates leadership in the school, community and/or professional organizations that advances learning, improves instructional practice, facilitates professional development of colleagues, and/or advocates positive policy change.
<b>10.2 Follows the policies and procedures of the school and district.</b>	
Initial-Level Performance	Advanced-Level Performance
Follows the policies and procedures of the school and district while meeting scheduled obligations.	Follows the policies and procedures of the school and district in a cooperative manner with colleagues while promptly meeting scheduled obligations.
<b>10.3 Assumes responsibilities outside the classroom as related to school.</b>	
Initial-Level Performance	Advanced-Level Performance
Attends required meetings and participates in required activities.	Attends required meetings and participates in required activities, assumes necessary non-instructional responsibilities, and exercises responsibility for sound student management throughout the entire campus while maintaining a professional image.
<b>10.4 Demonstrates teaching consistent with the missions to which the school/council/district are committed.</b>	
Initial-Level Performance	Advanced-Level Performance
Participates on committees to address school/council/district goals and uses methods demonstrated from school and district professional development activities.	Participates on committees to address school/council/district goals and uses methods demonstrated from school and district professional development activities while demonstrating the belief that students have the ability and desire to learn.

**STANDARD 11: DEMONSTRATES EFFECTIVE INTERPERSONAL  
RELATIONSHIPS**

The teacher demonstrates effective interpersonal relationships within the school, community, and education profession to improve student learning and well-being.

**11.1 Demonstrates positive interpersonal relationships with students.**

Initial-Level Performance	Advanced-Level Performance
Interacts with students in a respectful and friendly manner at all times, making an effort to get to know each student as an individual, and demonstrating an acceptance of different racial, ethnic, cultural, and religious groups.	Interacts with students in a respectful and friendly manner at all times, giving praise and constructive criticism, making an effort to get to know each student as an individual, and demonstrating an acceptance and understanding of different racial, ethnic, cultural, and religious groups.

**11.2 Demonstrate positive interpersonal relationships with educational staff.**

Initial-Level Performance	Advanced-Level Performance
Interacts with colleagues, other teachers, support staff and administrators in a respectful and friendly manner.	Interacts with colleagues, other teachers, support staff and administrators in a respectful and friendly manner while working cooperatively with them by sharing ideas, materials, and methods.

**11.3 Demonstrates positive interpersonal relationships with parents and community.**

Initial-Level Performance	Advanced-Level Performance
Interacts with parents and community in a respectful and friendly manner.	Interacts with parents and community in a respectful and friendly manner by promoting parent and community involvement and providing multiple proactive channels of communication while demonstrating an understanding and acceptance of different racial, ethnic, cultural, and religious groups.

**BARREN COUNTY SCHOOLS  
TEACHER FORMATIVE EVALUATION**

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_ New Employee \_\_\_\_\_ School \_\_\_\_\_

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

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

Date of 1<sup>st</sup> Observation \_\_\_\_\_ Date of 1<sup>st</sup> Post-Observation Conference \_\_\_\_\_

Date of 2<sup>nd</sup> Observation \_\_\_\_\_ Date of 2<sup>nd</sup> Post-Observation Conference \_\_\_\_\_

Date of 3<sup>rd</sup> Observation \_\_\_\_\_ Date of 3<sup>rd</sup> Post-Observation Conference \_\_\_\_\_

**Standard/Performance Criteria**

Performance/Product/Portfolio Ratings

1: Demonstrates Applied Content Knowledge	Performance/Product/Portfolio Ratings									Professional Growth Activities Discussed
	Meets			Growth Needed			Does Not Meet			
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
1.1 Communicates concepts, processes, and knowledge										
1.2 Connects content to life experiences of students										
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning										
1.4 Guides students to understand content from various perspectives										
1.5 Identifies and addresses students' misconceptions of content										

2: Designs and Plans Instruction	Performance/Product/Portfolio Ratings									Professional Growth Activities Discussed
	Meets			Growth Needed			Does Not Meet			
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
2.1 Develops significant objectives aligned with standards										
2.2 Uses contextual data to design instruction relevant to students										
2.3 Plans assessments to guide instruction and measure learning objectives										
2.4 Plans instructional strategies and activities that address learning objectives for all students										
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning										

3: Creates and Maintains Learning Climate	Performance/Product/Portfolio Ratings									Professional Growth Activities Discussed
	Meets			Growth Needed			Does Not Meet			
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
3.1 Communicates high expectations										
3.2 Establishes a positive learning environment										
3.3 Values and supports student diversity and addresses individual needs										
3.4 Fosters mutual respect between teacher and students and among students										
3.5 Provides a safe environment for learning										

4: Implements and Manages Instruction	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students										
4.2 Implements instruction based on diverse student needs and assessment data										
4.3 Uses time effectively										
4.4 Uses space and materials effectively										
4.5 Implements and manages instruction in ways that facilitate higher order thinking										

5: Assesses and Communicates Learning Results	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
5.1 Uses pre-assessments										
5.2 Uses formative assessments										
5.3 Uses summative assessments										
5.4 Describes, analyzes, and evaluates student performance data										
5.5 Communicates learning results to students and parents										
5.6 Allows opportunity for student self-assessment										

6: Demonstrates the Implementation of Technology	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
6.1 Uses available technology to design and plan instruction										
6.2 Uses available technology to implement instruction that facilitates student learning										
6.3 Integrates student use of available technology into instruction										
6.4 Uses available technology to assess and communicate student learning										
6.5 Demonstrates ethical and legal use of technology										

7: Reflects on and Evaluates Teaching and Learning	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
7.1 Uses data to reflect on and evaluate student learning										
7.2 Uses data to reflect on and evaluate instructional practice										
7.3 Uses data to reflect on and identify areas for professional growth										

8: Collaborates With Colleagues/Parents/Others	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
8.1 Identifies students whose learning could be enhanced by collaboration										
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort										
8.3 Implements planned activities that enhance student learning and engage all parties										
8.4 Analyzes data to evaluate the outcomes of collaborative efforts										

9: Evaluates Teaching and Implements Professional Development	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
9.1 Self assesses performance relative to Kentucky's Teaching Standards										
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues										
9.3 Designs a professional growth plan that addresses identified priorities										
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning										

10: Performs Professional and Leadership Responsibilities	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
10.1 Demonstrates leadership that enhances student learning and/or the professional environment of the school										
10.2 Follows the policies and procedures of the school and district										
10.3 Assumes responsibilities outside the classroom as related to school										
10.4 Demonstrates teaching consistent with the missions to which school/council/district are committed										
10.4 Demonstrates teaching consistent with the missions to which school/council/district are committed										
10.5 Maintains acceptable personal attendance and is punctual										
10.6 Performs duties consistent with school, community goals, and administrative regulations										
10.7 Adheres to the professional code of ethics										

11: Demonstrates Effective Interpersonal Relationships	Meets			Growth Needed			Does Not Meet			Professional Growth Activities Discussed
	Observation			Observation			Observation			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
11.1 Demonstrates positive interpersonal relationships with students										
11.2 Demonstrates positive interpersonal relationships with educational staff										
11.3 Demonstrates positive interpersonal relationships with parents and community										

**Notes Regarding Overall Standard Ratings**

*\*If any one indicator is marked as "Does Not Meet", the overall rating of the standard cannot exceed "Growth Needed".*

*\*To receive an overall rating of "meets" on a standard, a majority of the indicators must be met.*

**1st Observation Date:**

Evaluator Comments:

Teacher Comments:

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Evaluator Signature & Date

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Teacher Signature & Date

**2nd Observation Date:**

Evaluator Comments:

Teacher Comments:

---

Evaluator Signature & Date

---

Teacher Signature & Date

**3rd Observation Date:**

Evaluator Comments:

Teacher Comments:

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Evaluator Signature & Date

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Teacher Signature & Date

**The evaluatee is provided with a copy of the completed evaluation at the close of the conference.**

## BARREN COUNTY SCHOOLS TEACHER SUMMATIVE EVALUATION FORM

This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, portfolio materials, professional development activities, conferences, formal and informal observations, and other documentation.

Evaluatee/Observed \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Check One: Intern \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_

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

School \_\_\_\_\_

Observation Dates 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Post Conference Dates 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Teacher Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Demonstrates Applied Content Knowledge			
2 Designs and Plans Instruction			
3 Creates and Maintains Learning Climate			
4 Implements and Manages Instruction			
5 Assesses and Communicates Learning Results			
6 Demonstrates the Implementation of Technology			
7 Reflects on and Evaluates Teaching and Learning			
8 Collaborates With Colleagues/Parents/Others			
9 Evaluates Teaching and Implements Professional Development			
10 Performs Professional and Leadership Responsibilities			
11 Demonstrates Effective Interpersonal Relationships			
<b>Overall Rating</b>			

\*Any rating in the "does not meet" column requires the development of an Individual Assistive Growth Plan.

NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's standards in all categories.

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

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ 11 \_\_\_

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

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

**Employment Recommendation to Superintendent:**

- \_\_\_\_\_ Recommended for reemployment
- \_\_\_\_\_ Recommended for reemployment with conditions (Must attach Assistive Growth Plan)
- \_\_\_\_\_ Not Recommended for re-employment

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

**Evaluatee:** \_\_\_ Agrees with this summative evaluation  
 \_\_\_ Disagrees with this summative evaluation

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

**Evaluator:**

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

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the BARREN COUNTY Schools District Certified Growth and Evaluation Plan.

## BARREN COUNTY SCHOOLS FORMATIVE EVALUATION FOR COUNSELORS

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_ School \_\_\_\_\_

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Date(s) of Conference/Analysis \_\_\_\_\_

*Evaluator and evaluatee discuss and complete prior to developing the counselor's professional growth plan. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.*

Standard/Performance Criteria	Performance, Product, and/or Portfolio Ratings				Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	N/A	
<b>1: The professional school counselor plans, organizes and delivers the school counseling program.</b>					
1.1 Designs a counseling program to meet the needs of the school					
1.2 Demonstrates positive interpersonal relationships with students					
1.3 Demonstrates positive interpersonal relationships with educational staff					
1.4 Demonstrates positive interpersonal relationships with parents or guardians					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					
<b>2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.</b>					Professional Growth Activities Discussed
2.1 Teaches school guidance units effectively					
2.2 Develops materials and instructional strategies to meet student needs and school goals					
2.3 Encourages staff involvement to ensure the effective implementation of the school guidance curriculum					
2.4 Prepares students for successful transition					
2.5 Demonstrates effective use of resources, including technology, to implement the school guidance curriculum					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					

<b>3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.</b>						Professional Growth Activities Discussed
3.1 In collaboration with parents, helps students establish goals and develop and use planning skills	Meets	Growth Needed	Does Not Meet	N/A		
3.2 Demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information						
3.3 Guides implementation and usage of the ILP by students, parents, and teachers						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						
<b>4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.</b>						Professional Growth Activities Discussed
4.1 Counsels individual students and small groups of students with identified needs and concerns	Meets	Growth Needed	Does Not Meet	N/A		
4.2 Consults effectively with parents or guardians, teachers, administrators and other relevant individuals						
4.3 Implements an effective referral process with community agencies and school personnel						
4.4 Intervenes in problem or conflict situations and conducts follow up sessions						
4.5 Works with teachers and administrators to support academic and behavioral intervention strategies						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						
<b>5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.</b>						Professional Growth Activities Discussed
5.1. Coordinates state and district student assessments at the building level, including providing training for building staff	Meets	Growth Needed	Does Not Meet	N/A		
5.2. In collaboration with school staff, coordinates programs for special populations, including students with disabilities and English language learners						
5.3. Coordinates student records to insure confidentiality						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						

<b>6: The professional school counselor supports the principal in Comprehensive School Improvement Planning.</b>						Professional Growth Activities Discussed
6.1. Discusses the school counseling system with other members of the counseling staff and school administrators	Meets	Growth Needed	Does Not Meet	N/A		
6.2. Insures that the school counseling system supports the Comprehensive School Improvement Plan						
6.3 Performs counseling duties consistent with school, community goals, and administrative regulations						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						
<b>7: The professional school counselor collects and analyzes data to guide program direction and emphasis.</b>						Professional Growth Activities Discussed
7.1 Uses school data to make decisions regarding student choice of classes and special programs	Meets	Growth Needed	Does Not Meet	N/A		
7.2 Uses data from the counseling program to make decisions regarding counseling program revisions						
7.3 Analyzes data to ensure that every student has equity and access to a rigorous academic curriculum						
7.4 Understands and uses data to establish goals and activities to close gaps in student achievement						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						
<b>8: The professional school counselor monitors students on a regular basis as they progress in school.</b>						Professional Growth Activities Discussed
8.1 In cooperation with other school staff, monitors every student's progress	Meets	Growth Needed	Does Not Meet	N/A		
8.2 Implements monitoring systems appropriate to the individual school						
8.3 In cooperation with other school staff, develops appropriate interventions for students as needed and monitors their progress						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						

<b>9: The professional school counselor uses time and calendars to implement an efficient program.</b>						Professional Growth Activities Discussed
9.1 Uses a master calendar or schedule to plan activities throughout the year	Meets	Growth Needed	Does Not Meet	N/A		
9.2 Distributes the master calendar or schedule to parents or guardians, staff and students as needed						
9.3 Posts a weekly or monthly calendar or schedule						
9.4 Provides time in the weekly schedule for direct services to students						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						
<b>10: The professional school counselor assists the school team in evaluating school wide positive behavior supports.</b>						Professional Growth Activities Discussed
10.1 Cooperates with colleagues to measure results attained from positive behavior interventions	Meets	Growth Needed	Does Not Meet	N/A		
10.2 Works with the principal and other school staff to clarify how programs are evaluated and how results are shared						
10.3 Leads school staff in collecting and analyzing data to improve teaching and learning						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						
<b>11: The professional school counselor participates in a yearly program review.</b>						Professional Growth Activities Discussed
11.1 Studies the counseling program to determine areas in need of improvement	Meets	Growth Needed	Does Not Meet	N/A		
11.2 Shares the results of the program review with the school principal						
11.3 Uses the yearly review to make changes in the school counseling program and the calendar for the following year						
11.4 Demonstrates professional growth						
<b>Overall Rating for Summative Evaluation</b>						
Comments:						



**BARREN COUNTY SCHOOLS  
COUNSELOR SUMMATIVE EVALUATION FORM**

This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, portfolio materials, professional development activities, conferences, formal and informal observations, and other documentation.

Evaluatee/Observee \_\_\_\_\_ Evaluator/Observer \_\_\_\_\_

Check One: Intern \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_

Position \_\_\_\_\_ School/Site \_\_\_\_\_

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

Counselor Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Plans, organizes, and delivers the school counseling program			
2 Implements the school guidance curriculum			
3 Implements individual planning components			
4 Provides individual and small group counseling, consultation and referrals			
5 Provides system support			
6 Supports the principal in comprehensive school planning			
7 Collects and analyzes data			
8 Monitors students on a regular basis as they progress			
9 Uses time and calendars to implement an efficient program			
10 Assists in evaluating school wide positive behavior supports			
11 Participates in a yearly program review			
12 Is a student advocate, leader, collaborator, and a systems change agent			
<b>Overall Rating</b>			

\*Any rating in the "does not meet" column requires the development of an Individual Assistive Growth Plan.

NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's standards in all categories.

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

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ 11 \_\_\_ 12 \_\_\_

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

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

**Employment Recommendation:**

- \_\_\_\_\_ Recommended for reemployment
- \_\_\_\_\_ Recommended for reemployment with conditions (Must attach Assistive Growth Plan)
- \_\_\_\_\_ Not Recommended for re-employment

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

**Evaluatee:** \_\_\_ Agrees with this summative evaluation  
 \_\_\_ Disagrees with this summative evaluation

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

**Evaluator:**

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

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Barren County Schools District Certified Growth and Evaluation Plan.

# BARREN COUNTY SCHOOLS FORMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_ School \_\_\_\_\_

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Date(s) of Conference/Analysis \_\_\_\_\_

*Evaluator and evaluatee discuss and complete prior to developing the professional growth plan. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.*

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Discussed
	Meets		Growth Needed		Does Not Meet		
	Observation 1 <sup>st</sup>	2 <sup>nd</sup>	Observation 1 <sup>st</sup>	2 <sup>nd</sup>	Observation 1 <sup>st</sup>	2 <sup>nd</sup>	
<b>1. Demonstrates Proficiency as Administrator of the Library Media Program</b>							
1.1 Plans goals of the Library Media Program with input from faculty, administration, and students							
1.2 Plans and administers the budget based on the needs and objectives of the Library Media Program							
1.3 Develops and implements Library Media Program policies							
1.4 Administers a Library Media Program that utilizes flexible access							
1.5 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards							
1.6 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities							
1.7 Evaluates programs, services, facilities, and materials on a continuous basis							
1.8 Organizes and maintains the Library Media Center as a functional, attractive, safe, and orderly environment for optimal use							
1.9 Publicizes the Library Media programs, services, and materials (newsletters, webpages, parent meetings)							
1.10 Plans and/or participates in special projects or proposals, e.g. book fairs							
1.11 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers							
1.12 Provides the resources and promotes recreational reading for the school community							
1.13 Performs duties consistent with school, community goals, and administrative regulations							
Overall Rating of Standard							
<b>2: Provides Effective Library Media Services and Resources</b>							Professional Growth Activities Discussed
2.1 Creates a climate conducive to learning							
2.2 Provides for independent and cooperative group learning							
2.3 Guides students in the selection of resources							
2.4 Promotes appreciation of various forms of literature							
2.5 Helps students to develop habits of independent reference work and to develop literacy skills and practices							
2.6 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills							
2.7 Incorporates the use of technology in accessing information							
2.8 Plans with teachers and administration for development of the collection and materials to support the curriculum							
2.9 Exercises a leadership role and serves as a catalyst for ensuring the Library Media Program is central to the instructional program of the school							
2.10 Assists faculty in the selection of materials to supplement instruction							
2.11 Maintains effective communications with staff and students							
2.12 Maintains flexible use of the Library Media Center by individuals, small groups, and large groups for research, browsing, and recreational reading							
2.13 Encourages and offers opportunities for collaboration with colleagues, parents, and others							
2.14 Values and supports student diversity and addresses individual needs							
Overall Rating of Standard							

<b>3: Demonstrates the Implementation of Technology</b>	Meets		Growth Needed		Does Not Meet		Professional Growth Activities Discussed
3.1 Uses available technology to design and plan instruction							
3.2 Uses available technology to implement instruction that facilitates student learning							
3.3 Integrates student use of available technology into instruction							
3.4 Uses available technology to assess and communicate student learning							
3.5 Demonstrates ethical and legal use of technology							
Overall Rating of Standard							
<b>4: Evaluates Performance and Implements Professional Development</b>	Meets		Growth Needed		Does Not Meet		Professional Growth Activities Discussed
4.1 Establishes priorities for professional growth							
4.2 Designs a professional growth plan that addresses identified priorities							
4.3 Shows evidence of professional growth and reflection on the identified priority areas							
4.4 Attends professional growth activities and meetings							
Overall Rating of Standard							
<b>5: Performs Professional and Leadership Responsibilities</b>	Meets		Growth Needed		Does Not Meet		Professional Growth Activities Discussed
5.1 Demonstrates leadership that enhances student learning and/or the professional environment of the school							
5.2 Follows the policies and procedures of the school and district							
5.3 Assumes responsibilities outside the classroom as related to school							
5.4 Demonstrates teaching consistent with the missions to which school/council/district are committed							
5.5 Maintains acceptable personal attendance and is punctual							
5.6 Adheres to the professional code of ethics							
Overall Rating of Standard							
<b>6: Demonstrates Effective Interpersonal Relationships</b>	Meets		Growth Needed		Does Not Meet		Professional Growth Activities Discussed
6.1 Demonstrates positive interpersonal relationships with students							
6.2 Demonstrates positive interpersonal relationships with educational staff							
6.3 Demonstrates positive interpersonal relationships with parents and community							
Overall Rating of Standard							

**Notes Regarding Overall Standard Ratings**

*\*If any one indicator is marked as “Does Not Meet”, the overall rating of the standard cannot exceed “Growth Needed”.*

*\*To receive an overall rating of “meets” on a standard, a majority of the indicators must be met.*

<b>Formative Conference Date:</b>	
Evaluator Comments	Teacher Comments
Evaluator Signature and Date Signed	Evaluatee Signature and Date Signed
<i>Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within this document.</i>	

**BARREN COUNTY SCHOOLS  
LIBRARY MEDIA SPECIALIST SUMMATIVE EVALUATION FORM**

This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, portfolio materials, professional development activities, conferences, formal and informal observations, and other documentation.

Evaluatee/Obseree \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Check One: Intern \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_

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

School \_\_\_\_\_

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

Teacher Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Demonstrates Proficiency as Administrator of the Library Media Program			
2 Provides Effective Library Media Services and Resources			
3 Demonstrates the Implementation of Technology			
4 Evaluates Performance and Implements Professional Development			
5 Performs Professional and Leadership Responsibilities			
6 Demonstrates Effective Interpersonal Relationships			
<b>Overall Rating</b>			

\*Any rating in the "does not meet" column requires the development of an Individual Assistive Growth Plan.

NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's standards in all categories.

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

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

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

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

**Employment Recommendation to Superintendent:**

- \_\_\_\_\_ Recommended for reemployment
- \_\_\_\_\_ Recommended for reemployment with conditions (Must attach Assistive Growth Plan)
- \_\_\_\_\_ Not Recommended for re-employment

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

**Evaluatee:** \_\_\_ Agrees with this summative evaluation  
\_\_\_ Disagrees with this summative evaluation

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

**Evaluator:**

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

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Barren County Schools District Certified Growth and Evaluation Plan.

## BARREN COUNTY SCHOOLS FORMATIVE OBSERVATION FOR SCHOOL PSYCHOLOGIST

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_ School/Work Site \_\_\_\_\_

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

Evaluator/Observer \_\_\_\_\_ Date(s) of Conference/Analysis \_\_\_\_\_

*Evaluator and evaluatee discuss and complete prior to developing the psychologist's professional growth plan. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.*

Standard/Performance Criteria	Performance, Product, and/or Portfolio Ratings				Professional Growth Activities Discussed
<b>1: The school psychologist administers and interprets educational assessments.</b>	Meets	Growth Needed	Does Not Meet	N/A	
1.1 Assists in early identification of student learning and/or personal adjustment problems.					
1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.					
1.3 Conducts assessments with consideration to the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).					
1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.					
1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.					
1.6 Assists in planning and developing intervention programs.					
1.7 Values and supports student diversity and addresses individual needs					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					

<b>2: The school psychologist provides direct interventions for students.</b>					
	Meets	Growth Needed	Does Not Meet	N/A	Professional Growth Activities Discussed
2.1 Counsels students on educational and personal adjustment issues.					
2.2 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					
<b>3: The school psychologist provides consultation and training.</b>					
	Meets	Growth Needed	Does Not Meet	N/A	Professional Growth Activities Discussed
3.1 Consults with teachers, other school staff and parents about ways to facilitate learning and social skills development for individuals or groups of students.					
3.2 Serves as liaison and provides coordination between the school system and other agencies to facilitate services for students and families.					
3.3 Interprets educational policies, programs, and procedures related to psychological services.					
3.4 Provides information and/or training in the applications of learning theory, child development, and other psychological principles for school personnel and parents.					
3.5 Plans and implements professional development for staff and/or parents as requested.					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					

<b>4: The school psychologist assists in the development and implementation of a system of interventions for struggling students.</b>					Professional Growth Activities Discussed
4.1 Works with others to develop programs and strategies to maximize learning for students.	Meets	Growth Needed	Does Not Meet	N/A	
4.2 Assists in evaluating the effectiveness of intervention systems.					
4.3 Assists school personnel in analyzing, interpreting, and disseminating results of Response to Intervention.					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					
<b>5: The school psychologist develops and implements a comprehensive School Psychology Program.</b>					Professional Growth Activities Discussed
5.1 Assists in the development of a comprehensive School Psychology Program for all students.	Meets	Growth Needed	Does Not Meet	N/A	
5.2 Adheres to established program, goals, priorities and objectives.					
5.3 Assists in evaluating the effectiveness of the School Psychology Program.					
5.4 Adheres to all state and federal regulatory guidelines and due process timelines for School Psychology Services.					
5.5 Delivers services consistent with the National Association of School Psychologists (NASP) ethical principles and professional standards of practice.					
5.6 Works collaboratively to ensure students' rights and welfare in the school and community.					
5.7 Engages in continuing professional and personal growth activities based on personal needs assessment.					
5.8 Maintains confidentiality with respect to personally identifiable student information.					
5.9 Demonstrates effective use of resources, including technology, to implement the School Psychology Program.					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					



<b>Formative Conference Date:</b>	
Evaluator Comments	Evaluatee Comments
Evaluator Signature and Date Signed	Evaluatee Signature and Date Signed
<i>Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with the information contained within this document.</i>	

**BARREN COUNTY SCHOOLS  
SCHOOL PSYCHOLOGIST SUMMATIVE EVALUATION FORM**

This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, portfolio materials, professional development activities, conferences, formal and informal observations, and other documentation.

Evaluatee/Obseree \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Check One: Intern \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_

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

School/Site \_\_\_\_\_

Formative Conference Dates 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Teacher Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1: The school psychologist administers and interprets educational assessments.			
2: The school psychologist provides direct interventions for students.			
3: The school psychologist provides consultation and training.			
4: The school psychologist assists in the development and implementation of a system of interventions for struggling students.			
5: The school psychologist develops and implements a comprehensive School Psychology Program.			
6: The school psychologist performs professional and leadership responsibilities.			
7: The school psychologist communicates effectively and maintains effective interpersonal relationships.			
<b>Overall Rating</b>			

\*Any rating in the "does not meet" column requires the development of an Individual Assistive Growth Plan.

NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's standards in all categories.

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

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

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

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

**Employment Recommendation to Superintendent:**

- \_\_\_\_\_ Recommended for reemployment
- \_\_\_\_\_ Recommended for reemployment with conditions (Must attach Assistive Growth Plan)
- \_\_\_\_\_ Not Recommended for re-employment

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

**Evaluatee:** \_\_\_ Agrees with this summative evaluation  
\_\_\_ Disagrees with this summative evaluation

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

**Evaluator:**

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

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Barren County Schools District Certified Growth and Evaluation Plan.

# BARREN COUNTY SCHOOLS FORMATIVE OBSERVATION EVALUATION FOR ADMINISTRATORS

Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_ School/Work Site \_\_\_\_\_

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Date(s) of Conference/Analysis \_\_\_\_\_

*Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.*

Standard/Performance Criteria	Performance, Product, and/or Portfolio Ratings				Professional Growth Activities Discussed
<b>1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</b>					
<i>The education leader promotes the success of every student by:</i>	Meets	Growth Needed	Does Not Meet	N/A	
1. collaboratively developing and implementing a shared vision and mission					
2. collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning					
3. creating and implementing plans to achieve goals					
4. promoting continuous and sustainable improvement					
5. monitoring and evaluating progress and revising plans					
6. demonstrates professional growth					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					
<b>2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>					
<i>The education leader promotes the success of every student by:</i>	Meets	Growth Needed	Does Not Meet	N/A	
1. nurturing and sustaining a culture of collaboration, trust, learning, and high expectations					
2. creating comprehensive, rigorous, and coherent curricular program					
3. creating a personalized and motivating learning environment for students					



<b>4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.</b>	Performance, Product, and/or Portfolio Ratings				Professional Growth Activities Discussed
<i>The education leader promotes the success of every student by:</i>	Meets	Growth Needed	Does Not Meet	N/A	
1. collecting and analyzing data and information pertinent to the educational system					
2. promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources					
3. building and sustaining positive relationships with families and caregivers					
4. building and sustaining productive relationships with community partners					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					
<b>5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</b>	Performance, Product, and/or Portfolio Ratings				Professional Growth Activities Discussed
<i>The education leader promotes the success of every student by:</i>	Meets	Growth Needed	Does Not Meet	N/A	
1. ensuring a system of accountability for every student's academic and social success					
2. modeling principles of self-awareness, reflective practice, transparency, and ethical behavior					
3. safeguarding the values of democracy, equity, and diversity					
4. considering and evaluating the potential moral and legal consequences of decision making					
5. promoting social justice and ensuring that individual student needs inform all aspects of schooling					
<b>Overall Rating for Summative Evaluation</b>					
Comments:					



**BARREN COUNTY SCHOOLS  
ADMINISTRATOR EVALUATION SUMMATIVE FORM**

This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, portfolio materials, professional development activities, conferences, formal and informal observations and other documentation.

Evaluatee/Observee \_\_\_\_\_ Evaluator/Observer \_\_\_\_\_

Check One: Intern \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_

Position \_\_\_\_\_ School/Site \_\_\_\_\_

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

Administrator Standards:	Ratings			
	Meets	Growth Needed	Not Applicable	*Does Not Meet
1 Vision				
2 School Culture and Learning				
3 Management				
4 Collaboration				
5 Integrity, Fairness, Ethics				
6 Political, Economic, Legal				
<b>Overall Rating</b>				

\*Any rating in the "does not meet" column requires the development of an Individual Assistive Growth Plan.  
NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's standards in all categories.

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

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

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

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

**Employment Recommendation:**  
 Recommended for reemployment  
 Recommended for reemployment with conditions (Must attach Assistive Growth Plan)  
 Not Recommended for re-employment

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

**Evaluatee:** \_\_\_ Agrees with this summative evaluation  
 \_\_\_ Disagrees with this summative evaluation  
 \_\_\_\_\_ Signature \_\_\_\_\_ Date

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

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Barren County Schools District Certified Growth and Evaluation Plan.

# **BARREN COUNTY SCHOOLS**

## **Assistive Growth Plan**

The performance of all certified personnel is to be evaluated annually for all non-tenured personnel and administrators and once every two years for tenured personnel.

Persons who need improvement in one or more performance areas may be required to complete an Assistive Growth Plan. The Assistive Growth Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

When an Assistive Growth Plan is required, the following process will be used by the evaluator to assist the evaluatee in improving performance:

1. The primary evaluator notifies the evaluatee that his or her performance is not meeting district standards. The Assistive Growth Plan documentation form shall be initiated (page 50). This form will be completed and signed by all parties at each meeting.
2. Specific data is shared with the evaluatee that identifies the deficiencies.
3. An Assistive Growth Plan is developed by the evaluator and evaluatee. This plan shall address the performance area(s), goals and activities that achieve desired performance (workshops, classroom assistance, etc.) and target dates for follow-up observations.
4. Evaluations will become more frequent and formal.
5. The Assistive Growth Plan should give the evaluatee sufficient support and time to show satisfactory progress and improvement.

**BARREN COUNTY SCHOOLS**  
**ASSISTIVE GROWTH PLAN**

The Assistive Growth Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

**Employee** \_\_\_\_\_  
**Work Location** \_\_\_\_\_  
**School Year** \_\_\_\_\_  
**Date** \_\_\_\_\_

<b><u>Standard</u></b>	<b><u>Needs Assessment:</u></b> “What evidence do I have which tells me improvement is needed?”	<b><u>Growth Objective(s)/Goal(s)</u></b> “What exactly do I need to do to improve?”	<b><u>Procedures and Activities for Achieving Objective(s) and Goal(s)</u></b> “How can I reach my goal?”	<b><u>Assistance from Principal:</u></b> “What assistance will be provided by the administration?”	<b><u>Target Date for Completion:</u></b> “What is the date?” (month/day/year)

Evaluatee’s Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator’s Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Date Assistive Growth Plan Developed:** \_\_\_\_\_

\_\_\_\_\_  
 (Evaluatee’s Signature)                      (Date)                      (Evaluator’s Signature)                      (Date)

# **BARREN COUNTY SCHOOLS**

## **Composition of the Appeals Panel**

All members of the appeals panel shall be current certified employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship) One member of the panel is appointed by the Board of Education. (Reference: KRS 156.101 & 704 KAR 3:345.)

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The Board shall also appoint an alternate member. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be one year. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following

- Criteria:     Open Nomination
- Secret Ballot
- One person /one vote
- All certified employees given the opportunity to vote

## **Appeals Panel Hearing Procedures**

The purpose of the appeals panel hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within five working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan.

Upon receiving the request the panel will schedule a preliminary hearing to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee members and evaluator/evaluatee shall be provided. The chairperson shall convene the preliminary hearing and explain procedures for the process.

The evaluatee and evaluator may be represented by legal counsel or their chosen representative during both the preliminary hearing and the appeals panel hearing. The

Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing process is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony.

After the evaluatee and evaluator leave the preliminary hearing, the appeals committee shall remain and review all documents and formulate questions for the hearing.

An appeals panel hearing will convene not less than five days and not more than 10 days after the date of the preliminary hearing to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within 5 working days of the appeals panel hearing.

The panel's recommendation must include one of the following:

- a. A new evaluation by a second certified evaluator *in which case the schedule of evaluations need not be met*
- b. Uphold the original evaluation
- c. Remove the summative or any part of the summative from the personnel file

The evaluatee may withdraw his/her appeal at any time during the appeals process. At any time during the appeals process, the evaluator may make adjustments to the evaluatee's summative form if these adjustments are acceptable to the evaluatee.

Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the State Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

**BARREN COUNTY SCHOOLS  
APPEALS PANEL HEARING REQUEST FORM**

I \_\_\_\_\_, have been evaluated by \_\_\_\_\_ during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator. The attached letter includes my rationale and suggested resolution for the appeal in detail.

I respectfully request the Barren County School District Evaluation Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

\_\_\_\_\_ substance  
\_\_\_\_\_ procedure  
\_\_\_\_\_ both substance & procedure

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

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

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

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

# Professional Code of Ethics for Kentucky School Certified Personnel

16 KAR 1:020

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

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

**(a) To students:**

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

**(b) To parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**(c) To the education profession:**

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

**Section 2.** Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA  
FOR EDUCATION ADMINISTRATORS**

Revised in 2008, the following performance evaluation standards and related functions 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. <u>Vision</u></b>	An education leader promotes the success of every student by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</b>
<b>2. <u>School Culture and Learning</u></b>	An education leader promotes the success of every student by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>
<b>3. <u>Management</u></b>	An education leader promotes the success of every student by <b>ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</b>
<b>4. <u>Collaboration</u></b>	An education leader promotes the success of every student by <b>collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>
<b>5. <u>Integrity, Fairness, Ethics</u></b>	An education leader promotes the success of every student by acting <b>with integrity, fairness, and in an ethical manner.</b>
<b>6. <u>Political, Economic, Legal</u></b>	An education leader promotes the success of every student by <b>understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>

# EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS (ISLLC) *(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 are identified, clarified, and addressed
- 1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 existing resources are used in support of the school vision and goals
- 1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

## **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 to make decisions
- 2.17 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

### **Standard 3: Management**

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 ensuing that:**

- 5.1 examines personal and professional values
- 5.2 demonstrates a personal and professional code of ethics
- 5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 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