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**Spencer County Public Schools**

**Spencer County Schools will go the distance for ALL students!**

**Certified Staff Evaluation Plan**

bs00967_

**4/28/14**

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**Spencer County Public Schools**

**Certified Personnel Evaluation Plan**

**2013**

Spencer County 502-477-3250

*Name of District Telephone*

Charles Adams

*Superintendent*

207 W. Main Street Taylorsville, KY 40071

*Street Address City/State Zip Code*

Chuck Abell Assistant Superintendent 502-477-3250

*Evaluation Contact Person Position Telephone*

*Evaluation Plan Committee Members and Their Position Titles:*

**NAME POSITION**

Mark Thomas Spencer County Elementary School Principal

Melissa Mallory Spencer County Elementary School Teacher

Mariann Arnold Taylorsville Elementary School Principal

Stacy Heib Taylorsville Elementary School Teacher

Mille Blandford Spencer County Middle School Principal

Ronda Cox Spencer County Middle School Teacher

Curt Haun Spencer County High School Principal

Hollie Attebury Spencer County High School Teacher

Todd Russell Spencer County ECE/Preschool Director

Linda Neyhart Spencer County Pre-School Teacher

Facilitator: Chuck Abell Assistant Superintendent

*The two (2) Appeals Panel teacher members are elected in a yearly districtwide election prior to September 30; another certified member is appointed by the Superintendent.*

**Spencer County Public Schools**

**Yearly Certified Personnel Evaluation Plan Training**

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

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

*Please sign that you attended this training and understand the district’s evaluation process and forms*

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| **PRINT NAME** | **SIGNATURE** |
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Orientation should be held each year within the first month of school or, for late hires, within the first month of employment.

**ASSURANCES**

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

**The local district hereby assures the Commissioner of Education that:**

This evaluation plan was developed by an evaluation committee appointed by the District's Superintendent and composed of an equal number of teachers and administrators.

All certified personnel will be made aware no later than the end of the first month of reporting for employment for each school year of the criteria by which they are to be evaluated. The evaluation of each staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) annually that shall be aligned with the school consolidated plan and professional development plan as well as the district and school professional development goals.

All administrators and non-tenured teachers will be evaluated annually.

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

All monitoring and observation will be open and with the full knowledge of the teacher/administrator and will include both formative and summative procedures as outlined in this document.

Following each formal observation, each evaluatee will participate in a post-observation conference within five business days of the observation.

Each person evaluated shall have a conference with the evaluator regarding his/her summative report and will be given a copy of the report.

Each person evaluated will be provided the opportunity to appeal his/her summative evaluation through the appeals process.

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

This evaluation plan will be reviewed annually and any substantive revisions will be submitted to the Department of Education.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on \_\_**4/28/14**\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Signature of District Superintendent Date

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

Signature of Chairperson, Board of Education Date

**Spencer County Professional Growth and Effectiveness Plan**

**PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW**

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for pro­fessional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

* + - relevant and rigorous standards
    - aligned and meaningful assessments
    - highly effective teaching and school leadership
    - data to inform instruction and policy decisions
    - innovation
    - school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant. The Assistant Superintendent will serve as the contact person responsible for monitoring evaluation training and implementing the Professional Growth and Effectiveness System.

**ORIENTATION:** An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first month of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment. At this time the evaluator shall:

* check to see that each teacher has a copy of his/her job description
* explain the purposes of evaluation
* clarify expectations
* discuss the process, performance criteria and forms on which teacher are to be evaluated
* explain to building personnel the indicators for performance criteria that are building-specific, based on the school’s consolidated plan goals, professional development plan, or other factors
* explain that the immediate supervisor shall be designated as the primary evaluator but additional trained administrative personnel may be used to observe and provide information to the primary evaluator
* explain that all monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

Certified staff should sign an attendance roster as a record of orientation.

**Evaluation Timetable:**

1st Month of Reporting for Employment…..………………… Orientation; notification of employees on summative cycle

October 1st ………………………………………….Development of individual Professional Growth Plans, self-reflection, and student growth goals

November 1st …………………..…….…………….1st observation window ends

December 15th …………………………………….2nd observation window ends

December 15th …………………………………….1st site visit window ends

February 15th……………………………………….3rd observation window ends

April 1st ……………………………………………… 4th observation window ends

April 1st ……………………………………………….2nd site visit window ends

April 15th …………………………………………….. All PGPs reviewed and summative evaluations completed for non-tenured employees; Principal recommendations for non-renewal of non-tenured staff in writing to Superintendent

May 15th ……………………………………………… All completed summative forms and PGPs for tenured certified staff filed with Superintendent

June 15th ……………………………………………..All completed summatives and PGPs for administrators filed with Superintendent

**Professional Growth and Effectiveness System – Certified Teacher**

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher.  The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

**Roles and Definitions**

1. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel that is being evaluated
4. **Peer Observer:** Observation and documentation by a trained certified school personnel**.**
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
7. **Student Voice:** the state-approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.
8. **Appeals:** a process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
9. **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
10. **Individual Support Plan:** a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating on the summative evaluation or unsatisfactory performance at any time during the school year. Specific assistance and activities are identified and progress monitored.
11. **Evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.
12. **Evaluation plan committee:** a committee consisting 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.
13. **Evaluation plan:** a plan which 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 Board of Education.
14. **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
15. **Formal observation:** a scheduled classroom observation of a lesson
16. **Indicators:** measurable behaviors and outcomes which demonstrate performance
17. **Informal observation:** an observation whereby the evaluator observes performance without prior announcement. This shall be followed within five (5) working days by a post-observation conference if concerns are noted by the evaluator. These observations may be conducted as frequently as deemed necessary and in a variety of ways.
18. **Job category:** term used to signify a group or class of positions with closely related functions such as principal, coordinator, or director
19. **Observation:** a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan
20. **Performance criteria:** performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan
21. **Position:** a professional role in the school district such as teacher, secondary principal, supervisor of instruction
22. **Pre-conference:** a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observations
23. **Primary evaluator:** the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.
24. **Post-conference:** a meeting between the evaluator and the evaluatee to 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
25. **Standards of performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees
26. **Summative evaluation:** the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report.
27. **Teacher:** any certified staff person who directly instructs students
28. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

**The Kentucky Framework for Teaching**

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher’s professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

The immediate supervisor will serve as the primary evaluators and must use the following categories of evidence in determining overall ratings:

**Required Sources of Evidence**

* + Professional Growth Planning and Self-Reflection
  + Observation
  + Student Voice
  + Student Growth Percentiles and/or Student Growth Goals

All components and sources of evidence related supporting an educator’s professional practice and student growth ratings will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS)

**Sources of Evidence / Framework for Teaching Alignment**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **FRAMEWORK for TEACHING (FfT)** | **Domain** | **Planning & Preparation** | | | | | | **Classroom Environment** | | | | | **Instruction** | | | | | **Professional Responsibilities** | | | | | | | | | | |
| **Component** | **1a -Knowledge of content/pedagogy** | **1b-Demonstrate knowledge of students** | **1c- Setting Instructional Outcomes** | **1d-Demonstrates knowledge of resources** | **1e-Designing Coherent Instruction** | **1f- Designing Student Assessment** | **2a-Creating Env. of Respect & Rapport** | **2b-Establish Culture of Learning** | **2c-Maintaing Classroom Procedures** | **2d-Managing Student Behavior** | **2e-Organizing Physical Space** | **3a-Communicating with Students** | **3b-Questioning & Discussion Techniques** | **3c-Engaging Students in Learning** | **3d-Using Assessment in Learning** | **3e-Demonstrating Flexibility & Responsive** | **4a-Reflecting On Teaching** | | **4b-Maintaining Accurate Records** | **4c-Communicating With Families** | | | **4d-Participating in Profess. Learning Comm.** | | **4e-Growing & Developing Professionally** | **4f-Showing Professionalism** | |
| **SOURCES OF EVIDENCE**  **To Inform Professional Practice** | **Supervisor Observation** | **Evidence**  **(pre and post conferences)** | | | | | | **Observation** | | | | | | | | | | **Evidence**  **(pre and post conferences)** | | | | | | | | | | |
| **Student Voice** |  |  |  |  |  |  | **Kentucky Student Voice Survey** | | | | | | | | | |  |  | | |  |  | |  | | |  |
| **Professional Growth** | **Professional Growth Planning and Self Reflection** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Self-Reflection** |
| **Peer Observation** |  |  |  |  |  |  | **Observation** | | | | | | | | | |  |  | | |  |  | |  | | |  |

**Professional Practice**

**Professional Growth Planning and Self-Reflection**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps. Growth plans should align with the school/district improvement plans and will be reviewed annually.

* All teachers will participate in self-reflection and professional growth planning each year.
* All teachers will document self-reflection and professional growth planning in CIITS.
* The self-reflection and professional growth plan will be completed and submitted to the primary evaluator by Oct. 1st each school year.

**Observation**

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation* *and feedback* to measure the effectiveness of a teacher’s professional practice. Only the supervisor observation will be used to inform calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

**Observation Model**

The observation model must fulfill the following minimum criteria:

* Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
* The required peer observation must occur in the final year of the cycle.
* Final observation is conducted by the supervisor and is a full observation.
* All observations must be documented in CIITS.

**Spencer County Schools will utilize the Traditional Model (2&2 model)**

A supervisor will conduct a full observation for the first observation, followed by two mini observations (including the peer), and ending with a full observation. During the mini observations, the observer will make note of the components observed in order to identify areas to observe in the next mini observation session.

**Observation Conferencing**

Supervising observers will adhere to the following observation conferencing requirements:

* Conduct a face to face observation post-conference within five (5) working days.
* The summative evaluation conference shall be held at the end of the summative evaluation cycle.
* A pre-conference will take place prior to all observations.
* Evaluatees will complete a pre-conference form and submit it to the primary evaluator in advance of the pre-conference (Appendix A).
* The timeline for the preconference will be at the discretion of the primary evaluator.
* Pre-conferences may take place electronically.
* Peer observers are encouraged to conduct pre and post conferences if possible but it is not required.

**Observation Schedule**

The following schedule will be followed for observations:

|  |  |
| --- | --- |
| 1st Observation Window | Will begin thirty days after reporting for work and must be completed by November 1st |
| 2nd Observation Window | Must be completed by December 15th |
| 3rd Observation Window | Must be completed by February 15th |
| 4th Observation Window | Must be completed by April 1st |

**NOTE:** In the case of a tenured teacher a mini peer and a full formal observation must be completed during the summative year of the evaluation process. The other observations can be completed in any other year of the evaluation cycle. Additional observations will be scheduled in the event of a tenured teacher receive and ineffective determination during an observation.

**Observer Certification**

To ensure consistency of observations, evaluators must complete training utilizing the approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching are applied in observation. There are 3 sections of the proficiency system:

* Framework for Teaching Observer Training
* Framework for Teaching Scoring Practice
* Framework for Teaching Proficiency Assessment

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

|  |  |
| --- | --- |
| Year 1 | Certification |
| Year 2 | Calibration |
| Year 3 | Calibration |
| Year 4 | Recertification |

* Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
* Spencer County will utilize a scaffold approach to ensure that that supervisors experience success during the proficiency assessment process.
  + New supervisors that are just beginning the assessment process will be teamed with an administrator who has successfully completed the training and passed the certification assessment. This individual will serve a mentor and coach during the certification process.
  + Supervisors who fail to pass any portion of the assessment will be provided individual support from the mentor and evaluation coordinator based on their needs as indicated by the assessment scores.
  + Any supervisor that fails to pass the assessment after the second attempt and is subsequently locked out for ninety days will be provided six hours of additional training on the Framework for Teaching. Documentation will be provided to the Evaluation Coordinator upon completion.
* In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:
  + A district level supervisor will conduct the observation with the building principal thus allowing them to model the process.
  + Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

**Observer Calibration**

Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. As certified observers may tend to experience “drift” in rating accuracy, Spencer County has established the following calibration process:

* Observer calibration will take place during years 2 & 3 of the Observer Certification process based on state approved vendor.
* Observers will be provided ongoing training to review and discuss the framework for teaching each school year. Documentation will be provided to the Evaluation Coordinator.
* Re-certification will take place after year 3.

**Peer Observation**

A peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted.

* All teachers will receive a peer observation in their summative year.
* All peer observers participating during the summative year observations will complete the state developed training once every three (3) years.
* All required peer observations must be documented in CIITS.
* Peer observers will be selected by the principal from a pool of teachers that may include but not be limited to the following: NBCT, content specialists, department chairs, team leaders, instructional coaches, PLC leaders, and other teacher leaders.
* Peer observers must complete a three hour training within the first thirty days of each school year.
* The building supervisor and the evaluatee will work collaboratively to select the peer observer for that individual. The supervisor will make the final decision if consensus is not met.

**Student Voice**

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice. All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified section of students.

* Student selection for participation must be consistent across the district.
* Results will be used to inform professional practice.
* Formative years’ data will be used to inform professional practice in the summative year.
* All teachers and appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.
* The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
* The survey will be administered in the school.
* Survey data will only be considered when 10 or more students are respondents.
* The Assistant Superintendent will serve as the District Student Voice Survey Point-of-Contact.
* The building principal and evaluatee will work collaboratively to identify the student group(s) who will participate in the survey. The supervisor will make the decision if consensus can’t be met. At least one section of students will participate in the student voice survey.
* Students who are enrolled in sections that are not participating in the survey will be given the opportunity to take the survey upon request.
* Students will receive accommodations as identified on their individual IEP.
* The student voice survey will be completed by April 1st of each school year.

**Student Growth**

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains to teachers of the following content areas and grade levels participating in state assessments:

* 4th – 8th Grade
* Reading
* Math

The state contribution is reported using Student Growth Percentiles (SGP)*.* The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:

YES

YES

YES

NO

NO

NO

**State Contribution – Student Growth Percentiles (SGP)**

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The median SGP for a teacher’s class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

**Local Contribution – Student Growth Goals (SGG)**

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement)*.*

**Student Growth Goal Criteria**

The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.

* The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
* The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
* The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
* Student must be enrolled in a school at least 75% of the school year in order for them to count toward the overall student growth goal.

**Rigor and Comparability of Student Growth Goals**

To fulfill the criteria of measuring student growth at the local level the following protocol will be utilized to ensure rigorous and comparable growth measures used for all teachers. All teachers will write a student growth goal based on this criteria

* In order for student growth goals to be comparable across the schools and district, teachers will meet in professional learning communities to analyze data from district assessments and/or create common assessments for the purpose of gathering baseline and continuous data.
* Spencer County Schools will utilize the following rubric for assessing the rigor and comparability of all Student Growth Goals. Teachers will use this rubric to determine if student growth goals are acceptable and meet expectations.  Initial drafts of SGGs may be presented to colleagues in a PLC for peer review and feedback, using the rubric, before being submitted to the principal.

|  |  |  |
| --- | --- | --- |
| **Structure of the Goal** | **Rigor of the Goal** | **Comparability of Data** |
| *The student growth goal:*  -Focuses on a standards-based enduring skill  -Identifies a specific area of need supported by data for current students  -Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students  -Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed  -Specifies a year-long/course-long interval of instruction | *The student growth goal:*  -Is congruent and appropriate for grade level/content area standards  -Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed  -Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable | *Data collected for the student growth goal:*  -Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed |

* Scoring Process:
  + Building level administrators will work collaboratively with the teacher to determine the appropriate manner for scoring.

**Determining Growth for a Single Student Growth Goal**

Spencer County Schools will utilize the following process and matrix for determining student growth and proficiency (high, expected, low).

**Decisions Rules for Student Growth:**

* 90%-100% of the teachers’ goal will be considered high growth.
* 70%-89% of the teachers’ goal will be considered as expected growth.
* Below 70% of the teachers’ goal will be considered low growth.

**Decision Rules for Proficiency.**

* 90%-100% of the teachers’ goal will be considered high proficiency.
* 70%-89% of the teachers’ goal will be considered as expected proficiency.
* Below 70% of the teachers’ goal will be considered low growth proficiency.

|  |  |  |  |
| --- | --- | --- | --- |
| **High Growth**  **(90%-100%)** | Expected | High | High |
| **Expected Growth**  **(70%-89%)** | Expected | Expected | High |
| **Low Growth**  **(Below 70%)** | Low | Expected | Expected |
|  | **Low Proficiency**  **(Below 70%)** | **Expected Proficiency**  **(70%-89%)** | **High Proficiency**  **(90%-100%)** |

**Products of Practice/Other Sources of Evidence**

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains. These include but are not limited to the following:

* observations conducted by certified supervisor observer(s)
* student voice survey(s)
* self-reflection and professional growth plans
* Program Review evidence
* team-developed curriculum units
* lesson plans
* communication logs
* timely, targeted feedback from mini or informal observations
* student data records
* student work
* student formative and/or summative course evaluations/feedback
* minutes from PLCs
* teacher reflections and/or self-reflections
* teacher interviews
* teacher committee or team contributions
* parent engagement surveys
* records of student and/or teacher attendance
* video lessons
* engagement in professional organizations
* action research

**Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

**Rating Professional Practice**

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle. Supervisors will then:

* Provide a summative rating for each domain based on evidence.
* All ratings must be recorded in CIITS.

REQUIRED

* Observation
* Student Voice
* Professional Growth Plans and Self Reflection

OPTIONAL

* Other: District-Determined – Must be identified in the CEP

**PROFESSIONAL PRACTICE**

**DOMAIN RATINGS**

DOMAIN 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**PROFESSIONAL JUDGMENT**

DOMAIN 2: [I,D,A,E]

DOMAIN 3: [I,D,A,E]

DOMAIN 4: [I,D,A,E]

**Rating Overall Student Growth**

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrumentfor summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available). Spencer County will utilize the following protocol for determining an overall student growth rating.

STATE

* SGPs
* State Predefined Cut Scores

LOCAL

* SGG
* Maintain current process
* Rate on H/E/L

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

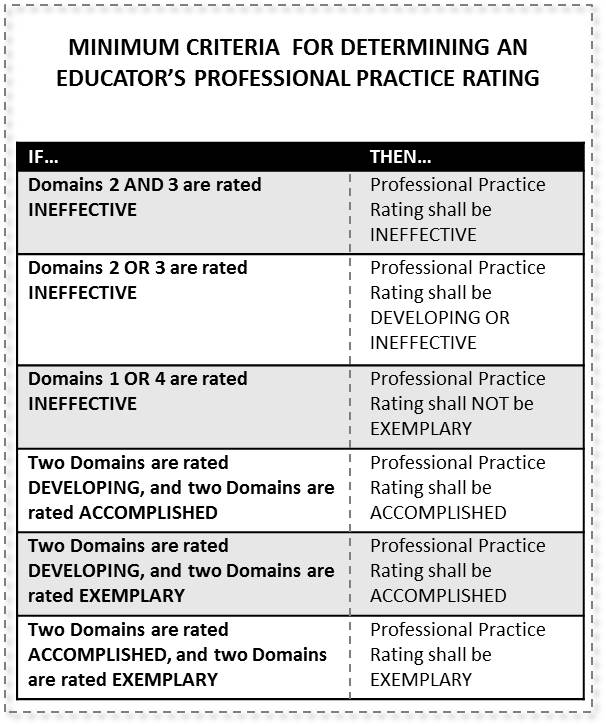
* In compiling the ratings of teachers our district will weigh the most recent data (both K-PREP and local contribution) more heavily than the prior years:
* Year 1 (most recent) - 50%
* Year 2 - 30%
* Year 3 - 20%
* Each rating will be assigned a numeric weighting:
* Low – 1
* Expected – 2
* High – 3
* You start out by averaging the data from each of your individual years. If you only have one piece of data for that year you do not need to average.
* To find the weighted average for the local goal you will use the following formula:
* **.50(Y1A) + .30(Y2A) + .20(Y3A) = GT (Growth Total)**
* (Y1A = Year One Average, Y2A = Year Two Average, Y3A = Year 3 Average)
* Apply the GT score to the following chart to find the overall ratings. The following would apply to those teachers not having three years of data.
  + If a teacher only has one year of data then that would account for 100% of their rating.
  + If a teacher only has two years then then a 60%/40% split will be utilized with the most recent year being weighted the heaviest.

|  |  |
| --- | --- |
| **Ranking** | **Average Score** |
| LOW | 1.0 – 1.49 |
| EXPECTED | 1.50 – 2.49 |
| HIGH | 2.50 – 3.0 |

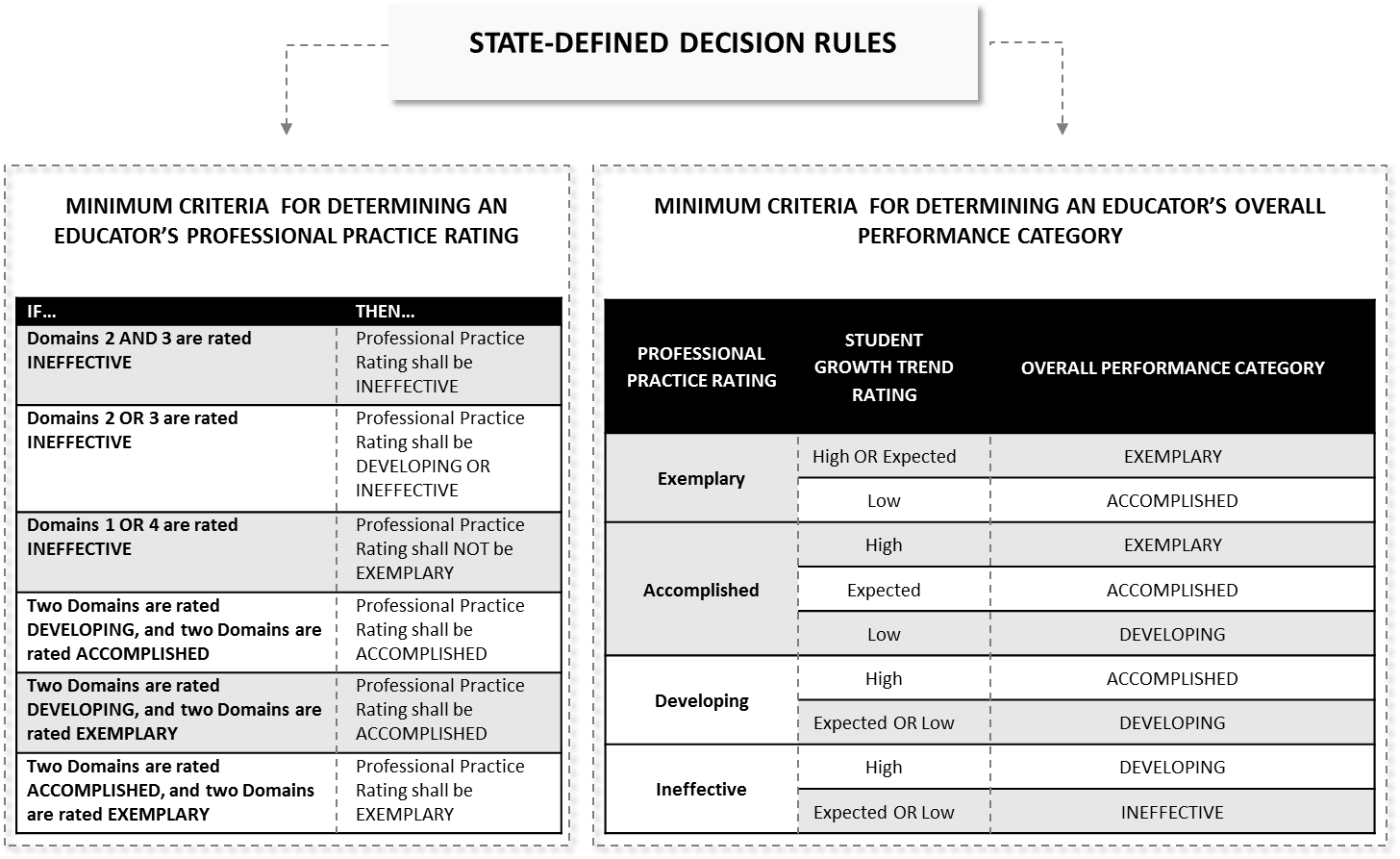
**Determining the Overall Performance Category**

An educator’s Overall Performance Category is determined by the following steps:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decision Rules for determining an educator’s Professional Practice Rating.



1. Apply State Overall Decision Rules for determining educator’s Overall Performance Category.



**Professional Growth Plan and Summative Cycle**

A summative evaluation conference will be held at the end of the summative evaluation cycle and include all applicable PGES data. Tenured teachers will be receive a summative evaluation every three years. Non-tenured teacher’s summative evaluation will take place yearly. Based on the overall Professional Practice rating and Student Growth rating, supervisors will then help teachers determine the type of Professional Growth Plan and the length of the summative cycle based on the chart below.



**PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS**

**RATING**

**LOW**

**EXPECTED**

**HIGH**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goal set by teacher with evaluator input
* One goal must focus on low student growth outcome
* Formative review annually

**ONE-YEAR CYCLE**

**DIRECTED GROWTH PLAN**

* Goal(s) Determined by Evaluator
* Goals focus on professional practice and student growth
* Plan activities designed by evaluator with teacher input
* Summative review annually

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.
* Formative review annually.

**UP TO 12-MONTH IMPROVEMENT PLAN**

* Goal(s) determined by evaluator
* Focus on low performance area
* Summative at end of plan

**INEFFECTIVE**

**DEVELOPING**

**ACCOMPLISHED**

**EXEMPLARY**

**STUDENT GROWTH RATING**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goals set by teacher with evaluator input
* Plan activities are teacher directed and implemented with colleagues.
* Formative review annually
* Summative occurs at the end of year 3.

**PROFESIONAL PRACTICE RATING**

**THREE-YEAR SELF-DIRECTED CYCLE**

* Goal(s) set by educator with evaluator input
* Formative review annually

**Other Non-Administrative Certified Staff Members**

All other certified staff members will be evaluated in the same manner as previous school years utilizing the documents that are included in the appendix of this plan. Pilot PGES models that are specific to these positions are being implemented in districts around the state during the 2014-2015 school year.

**Appeals Process (all certified staff)**

According to 156.557 Section 9,

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

      (2) The appeal procedures shall be as follows:

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

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

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

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

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

**Membership and Elections Procedures**

All members of the appeals panel shall be current certified employees of the district. Two (2) 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 Superintendent. Ref: KRS 156.101 and 704 KAR:345.

A minimum of two (2) appeals panel members will be nominated in each school. Each nominee must have agreed to serve. The names of the two (2) persons with the greatest number of votes at each school will be placed on a ballot for a districtwide election to be held no later than September 30. Voting will be by secret ballot. Write-in votes will be acceptable. The top two (2) vote getters will serve as the certified teacher members of the panel. Should either not be able to serve, the vacancy shall be filled by the remaining vote getters in descending order of votes received.

The Superintendent shall also appoint a certified member to serve on the panel by September 30 each year. The panel shall elect its chairperson for each appeal. The length of term for an appeals panel member shall be one (1) year. Panel members may be re-elected for the position. Panel members shall assume their responsibilities as soon as the election results are announced.

Panel members may seek training through the district evaluation coordinator.

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the Superintendent within five (5) working days of receipt of the evaluation*. Both substance and procedural issues shall be considered by the panel.*

1. No member of the panel shall serve on any appeal in which he/she was the evaluator.
2. No panel member shall serve on any appeal brought by the member’s immediate family.
3. Upon receiving the request, the Superintendent will convene the appeals panel within five (5) working days for an organizational meeting. The panel will review the hearing process and select its chairperson. A date for a preliminary hearing will be set at that time in consultation with both the evaluatee and the evaluator. At both the preliminary hearing and the actual appeals hearing, the evaluatee and/or evaluator may be represented by legal counsel or their chosen representative; the Board of Education shall provide for legal counsel to the panel if requested.
4. The preliminary hearing, to be convened within ten (10) working days, shall include:
   * Explanation of the procedure for the appeals hearing;
   * Exchange of five (5) copies of all documentation to be presented to the appeals panel (one for evaluatee, evaluator, and three (3) panel members;
   * Date is agreed upon for the appeals hearing to be held with five (5) working days;
5. The appeals hearing shall include time for presentation of documents and witnesses by both parties.
6. The panel shall make a recommendation to the Superintendent within five (5) working days of the preliminary hearing.
7. A certified employee who wishes to do so may appeal procedural matters to the State Board of Education after the appeal process has been completed

**Powers and Conditions**

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. Legal counsel may be present to assist the appeals panel and to represent either party.
6. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
9. The hearing will follow this format:

* The chairperson will convene the hearing, review procedures, and clarify the panel’s responsibilities.
* The evaluatee will make a statement of claim and present evidence supporting it.
* The evaluator will make a statement of claim and present evidence supporting it.
* The panel may question the evaluatee and the evaluator.
* Each party (evaluator and evaluatee) will be asked to make closing remarks.
* The chairperson may make closing remarks.
* The panel will withdraw to examine evidence and come to a decision.

1. After sufficiently reviewing all evidence, the panel shall issue one (1) of the following three (3) recommendations to the Superintendent:

* Uphold the original summative evaluation;
* Remove the whole evaluation and any part of the summative evaluation;
* Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee. The results of the actions taken by the Superintendent upon the recommendation of the panel will be given to both parties in writing and placed in the employee’s personnel file.

**Appeal Process Timeline**

(1) Date of Summative Evaluation

(2) Completed Appeal Form Filed with Superintendent within 10 working

days of (1)

(3) Superintendent Convenes Organizational Meeting of Appeals Panel within 5 working days

of (2)

(4) Preliminary Hearing within 10 working

days of (3)

(5) Hearing of Appeal by Panel within 5 working days

of (4)

(6) Panel Recommendation to the Superintendent within 5 working days of (5)

(7) Superintendent Notifies All Parties of Decision within 3 working days

of (6)

**SPENCER COUNTY PUBLIC SCHOOLS**

**EVALUATION APPEAL FORM**

INSTRUCTIONS

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

**Employee’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Job Title** | **Building** | **Grade/Department** |

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

If additional space is needed, attach extra sheet.

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

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

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Employee’s Signature Date***

**Professional Growth and Effectiveness System – Principal and Assistant Principal**

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal.  The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.



**Roles and Definitions**

1. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel that is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
6. **Val-Ed 360°:** An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
7. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.
8. **Appeals:** a process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
9. **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
10. **Individual Support Plan:** a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating on the summative evaluation or unsatisfactory performance at any time during the school year. Specific assistance and activities are identified and progress monitored.
11. **Evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.
12. **Evaluation plan committee:** a committee consisting 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.
13. **Evaluation plan:** a plan which 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 Board of Education.
14. **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
15. **Formal observation:** a scheduled classroom observation of a lesson
16. **Indicators:** measurable behaviors and outcomes which demonstrate performance
17. **Informal observation:** an observation whereby the evaluator observes performance without prior announcement. This shall be followed within five (5) working days by a post-observation conference if concerns are noted by the evaluator. These observations may be conducted as frequently as deemed necessary and in a variety of ways.
18. **Job category:** term used to signify a group or class of positions with closely related functions such as principal, coordinator, or director
19. **Observation:** a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan
20. **Performance criteria:** performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan
21. **Position:** a professional role in the school district such as teacher, secondary principal, supervisor of instruction
22. **Pre-conference:** a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observations
23. **Primary evaluator:** the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.
24. **Post-conference:** a meeting between the evaluator and the evaluatee to 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
25. **Standards of performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees
26. **Summative evaluation:** the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report.
27. **Teacher:** any certified staff person who directly instructs students
28. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

**Principal Professional Growth and Effectiveness System Components – Overview and Summative Model**

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.

Professional Growth Plans and Self- Reflection

Site-Visits

Val-Ed 360°

Working Conditions Growth Goal

STANDARD 4: Organizational Management

**OVERALL PERFORMANCE CATEGORY**

**PROFESSIOAL PRACTICE**

**STUDENT GROWTH**

**PROFESSIONAL JUDGMENT**

**STANDARD RATINGS**

STANDARD 3: Human Resource Management

STANDARD 2: School Climate

STANDARD 1: Instructional Leadership

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

State Contribution – ASSIST/NGL Goal

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

Local Contribution – Student Growth Goals (SGGs) based on school need

AND

**PERFORMANCE TOWARD TRAJECTORY**

**STUDENT GROWTH RATINGS**

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

STATE CONTRIBUTION: High, Expected, Low Growth Rating

**PROFESSIONAL JUDGMENT & STATE-DETERMINED DECISION RULES** establishing a common understanding of performance thresholds to which all educators are held

STANDARD 6: Professionalism

STANDARD 5: Communication & Community Relations

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.

**Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that a principal will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

* Required Sources of Evidence (See Appendix D)
  + Professional Growth Planning and Self-Reflection
  + Site-Visits
  + Val-Ed 360°
  + Working Conditions Goal (Based on TELL KY)
  + State and Local Student Growth Goal data

**Professional Practice**

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

**Professional Growth Planning and Self-Reflection – completed by principals & assistant principals**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

* All principals will participate in self-reflection and professional growth planning each year.
* All assistant principals will participate in self-reflection and professional growth planning each year.
* Principals will complete he self-reflection and professional growth plan and submit to the Superintendent by Oct. 1st each school year. Assistant principals will submit this information to the building principal by the same date.

**Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

Site visits are a method by which the superintendent may gain insight into the principal’s practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal’s responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

* Site Visits will be conducted utilizing the following timeline:

|  |  |
| --- | --- |
| 1st Site Visit | Will begin thirty days after the start of the school year and must be completed by December 15th |
| 2nd Site Visit | Must be completed by April 1st |

* The Superintendent / Designee will conference with the Principal within 10 working days of the site visit
* During the conference the Superintendent / Designee will discuss the site visit making connections to the principal performance standards when possible.

**Val-Ed 360° - completed for principals – not completed for assistant principals**

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

* The Evaluation Coordinator will serve as the point of contact for overseeing and administering the Val-Ed 360 survey
* The Val-Ed survey will be administered twice each school year utilizing the following timeline.

|  |  |
| --- | --- |
| 1st Survey | Must be completed by Nov. 1st |
| 2nd Survey | Must be completed by May 1st |

* The Val-Ed survey will be utilized to identify potential areas of growth for the building principal.
* The building principal and his/her immediate supervisors will have access to the Val-Ed survey.

**Working Conditions Goal (Goal inherited by Assistant Principal)**

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

* Principals will develop one 2-year working conditions goal after completion of the TELL Kentucky survey. The goal will be based on a survey question that indicates a need for growth.
* Once identified this question will be connected to one or more of the Principal Performance Standards.
* The following rubric will be utilized when determining the progress toward the working conditions goal. This will be based on the percentage of growth/decline in responses as indicated by the identified question on the next TELL Kentucky Survey and will be based on the principals individual goal.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ineffective** | **Developing** | **Accomplished**  **(met growth goal)** | **Exemplary** |
| Below 60% | 60%-79% | 80%-89% | 90%-100% |

* A midpoint review of the Working Conditions Goal will be conducted by the superintendent as part of the summative evaluation process at the end of the school year.
* Additional surveys and evidence used to inform progress toward the Working Conditions Goal will be determined by the Superintendent.

**Products of Products of Practice/Other Sources of Evidence**

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the domains. These may include but are not limited to the following:

* SBDM Minutes
* Faculty Meeting Agendas and Minutes
* Department/Grade Level Agendas and Minutes
* PLC Agendas and Minutes
* Leadership Team Agendas and Minutes
* Instructional Round/Walk-through documentation
* Budgets
* EILA/Professional Learning experience documentation
* Surveys
* Professional Organization memberships
* Parent/Community engagement surveys
* Parent/Community engagement events documentation
* School schedules

**Student Growth**

**State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)**

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year’s goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement. Spencer County Schools will utilize the following guidelines for setting the student growth goal:

* Student Growth Goal will be selected based on ASSIST/NGL trajectory.
* It will be based on Gap population unless Local goal is based on Gap population.
* Interim trajectory goals will be based on those that are identified on the School Report Card.
* High, expected and low growth will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Low Growth** | **Expected Growth** | **High Growth** |
| **Below 70%**  **Of Goal** | **70%-89%**  **Of Goal** | **90%-100%**  **Of Goal** |

**Local Contribution – Based on School Need (Goal inherited by Assistant Principal)**

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus. The local goal must include the following

* Based on Gap population unless State goal is based on Gap population.
* Each principal is expected to have one local goal.
* The Principal and the Superintendent / Designee will work collaboratively to develop the local goal based on the school assessment data.
* High, expected and low growth will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Low Growth** | **Expected Growth** | **High Growth** |
| **Below 70%**  **Of Goal** | **70%-89%**  **Of Goal** | **90%-100%**  **Of Goal** |

**Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

**Rating Overall Professional Practice**

* Spencer County Schools will record ratings in CIITS
* Ratings must be determined by June 1st of each school year.

REQUIRED

* Professional Growth Plans and Self-Reflection
* Site-Visit
* Val-Ed 360°/Working Conditions

OPTIONAL

* Other: District-Determined – Must be identified in the CEP

**PROFESSIONAL PRACTICE**

**DOMAIN RATINGS**

STANDARD 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**PROFESSIONAL JUDGMENT**

STANDARD 2: [I,D,A,E]

STANDARD 3: [I,D,A,E]

STANDARD 4: [I,D,A,E]

STANDARD 6: [I,D,A,E]

STANDARD 5: [I,D,A,E]

**Professional Practice Decision Rules**

|  |  |
| --- | --- |
| ***Criteria for Determining Professional Practice Rating (Principal or Assistant Principal)*** | |
| **IF…** | **THEN…** |
| **Rated Exemplary in at least four of the standards and one standard is rated as Developing of Ineffective** | **Rating shall be Exemplary** |
| **Rated Accomplished in a least four standards and no standard is rated Ineffective** | **Rating shall be Accomplished** |
| **Rated Developing in at least five standards** | **Rating shall be Developing** |
| **Rated Ineffective in two or more standards** | **Rating shall be Ineffective** |

**Rating Overall Student Growth**

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

* Ratings will be recorded in CIITS
* The following Matrix will be utilized to determine overall growth

|  |  |  |  |
| --- | --- | --- | --- |
| **(STATE)**  **High Growth**  **(90%-100%)** | Expected | High | High |
| **(STATE)**  **Expected Growth**  **(70%-89%)** | Expected | Expected | High |
| **(STATE)**  **Low Growth**  **(Below 70%)** | Low | Expected | Expected |
|  | **(LOCAL)**  **Low Proficiency**  **(Below 70%)** | **(LOCAL)**  **Expected Proficiency**  **(70%-89%)** | **(LOCAL)**  **High Proficiency**  **(90%-100%)** |

* In compiling the ratings of principals Spencer County will weigh the most recent data (both state and local contribution) more heavily than the prior years:
* Year 1 (most recent) - 50%
* Year 2 - 30%
* Year 3 - 20%
* Each rating will be assigned a numeric weighting:
* Low – 1
* Expected – 2
* High – 3
* You start out by averaging the data from each of your individual years. If you only have one piece of data for that year you not need to average.
* To find the weighted average for the local goal you will use the following formula:
* **.50(Y1A) + .30(Y2A) + .20(Y3A) = GT (Growth Total)**
* (Y1A = Year One Average, Y2A = Year Two Average, Y3A = Year 3 Average)
* Apply the GT score to the following chart to find the overall ratings. The following would apply to those Principals not having three years of data.
  + If a Principal only has one year of data then that would account for 100% of their rating.
  + If a Principal only has two years then then a 60%/40% split will be utilized with the most recent year being weighted the heaviest.

|  |  |
| --- | --- |
| **Ranking** | **Average Score** |
| LOW | 1.0 – 1.49 |
| EXPECTED | 1.50 – 2.49 |
| HIGH | 2.50 – 3.0 |

STATE

* ASSIST/NGL Goal

LOCAL

* Based on school need

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

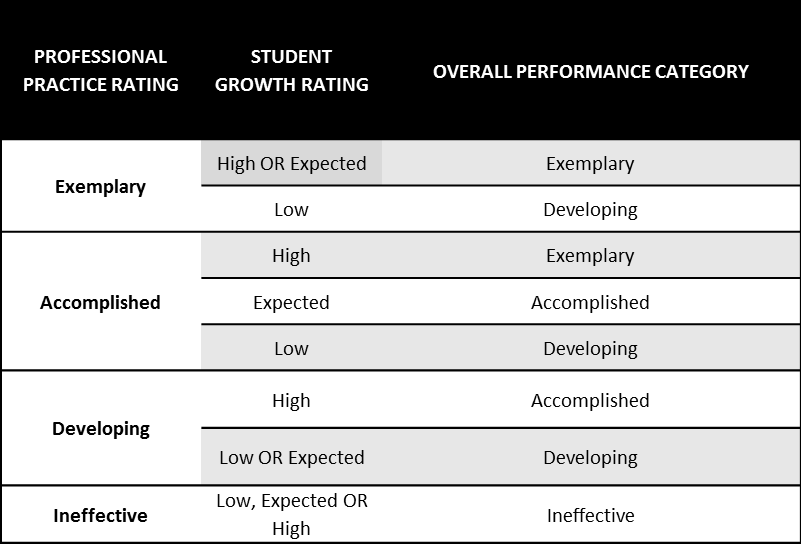
STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

**Determining the Overall Performance Category**

Administrators will receive a summative evaluation annually. A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.



**CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY**

**Professional Growth Plan and Summative Cycle**

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.

**Documentation**

* Evaluations for all staff will be documented on approved forms and will become part of the official personnel file.
* An opportunity for written response shall be included in the official personnel file
* A copy of the evaluation will be provided to the evalutee.

**Cycle of the PPGES**

The following chart shows the required components for principals and assistant principals. **All principals and assistant principals will be evaluated every year.**

Administer Formative Val-Ed

Site-Visit by Superintendent

Mid-Year Review with Superintendent

Site-Visit by Superintendent

End-of-Year Review with Superintendent

**Overall**

**Performance**

**Category**

**PPGES**

Administer Summative Val-Ed and/or TELL Survey

**Review Accountability and ASSIST Goal Results** & Set SGG/PGP/Working Conditions 2-year Goal

**Appendix A:**

###### PRE-OBSERVATION CONFERENCE FORM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator Date of Pre-Conference School

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Period/Time Grade/Level

**Professional Growth Plan Performance Area:**

(Must reflect school PD goals.

\*\*Bring a copy of your district unit/lesson plan with you to the pre-observation conference.

**Total # of Students in Class\_\_\_\_\_\_\_ # of Students with IEPs\_\_\_\_\_\_\_**

***Pre-Observation Questions:***

1. What is your essential question? 2. List the daily learning target(s) for this unit.

3. How will you formatively assess your daily 4. What content vocabulary is necessary for

learning target(s)? students to understand the lesson?

5. What best practice instructional strategies will 6. In what instructional activities will the

be used? Please refer to District Learning students be engaged? At what level(s) of

Walk document. Bloom’s Taxonomy will the students be

working?

7. List any specific teaching behaviors you would 8. Are there any special circumstances you

like monitored. should explain to the evaluator?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature Date Evaluator’s Signature Date**

**Appendix B:**

**LIBRARY MEDIA SPECIALIST STANDARDS**

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

The extent to which the library media specialist:

* 1. Plans long-range goals of the library media center program with faculty, administration, and students.
  2. Plans the budget with the administration, school-based councils and /or advisory committees, based on the needs and objectives of the library media center program.
  3. Administers the budget according to the goals and objectives of the program.
  4. Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
  5. Assists in developing library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.
  6. Administers a library media program that utilizes flexible access.
  7. Develops plans for maintaining a technologically current facility and program.
  8. Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.
  9. Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
  10. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.
  11. Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
  12. Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
  13. Is responsible for the proper use of the facility, materials, and equipment.
  14. May plan and/or participate in special projects or proposals, e.g., book fairs.
  15. Trains and supervises volunteers and student helpers.
  16. Follows school/district policies and procedures including employee time and attendance.
  17. Upholds and models Kentucky School Personnel Code of Ethics.

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

The extent to which the library media specialist:

* 1. Follows the district approved selection policy, which includes a procedure for the

reconsideration of materials.

2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.

2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.

2.4 Maintains a professional collection.

2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment, which support the school’s curriculum and educational philosophy.

2.6 Keeps a card or automated catalog current.

* 1. Maintains statistical records and shelf list needed to verify collection of the library

media center holdings.

2.8 Makes general repairs, weeds collection, and takes annual inventory.

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

The extent to which the library media specialist:

* 1. Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
  2. Maintains a flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
  3. Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
  4. Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
  5. Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.
  6. Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
  7. Assists faculty in the selection of materials to supplement classroom instruction.
  8. Establishes positive rapport with staff, students, and community.
  9. Makes the library media center and its resources accessible to students and faculty.
  10. Provides orientation for new faculty and students, formally and informally.
  11. Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.
  12. Facilitates the circulation of materials among schools in the district or with other agencies.
  13. Is available as a personal resource for all students and faculty.
  14. Provides the resources and promotes recreational reading for the school community.

**Standard 4: Enables Students to Become Effective Information Users**

The extent to which the library media specialist:

* 1. Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.
  2. Informally evaluates individual and group needs and provides appropriate learning experiences.
  3. Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
  4. Provides for independent and cooperative group learning.
  5. Guides students in the selection of appropriate resources.
  6. Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
  7. Promotes appreciation of various forms of literature emphasizing the highest quality.
  8. Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.
  9. Incorporates the use of technology in accessing information.
  10. Assists students in the use of multi-media for projects.

**Standard 5: Engages in Professional Development**

The extent to which the library media specialist:

* 1. Establishes priorities for professional growth.
  2. Analyzes student performance to help identify professional development needs.
  3. Solicits input from others in the creation of individual professional development plans.
  4. Implements knowledge and skills acquired though on-going professional development.
  5. Modifies own professional development plan to improve performance and to promote student learning.

**Standard 6: Demonstrates Implementation of Technology**

The extent to which the library media specialist:

* 1. Operates a multimedia computer and peripherals to install and use a variety of software.
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
  5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
  6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
  7. Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.
  8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  9. Designs lessons that use technology to address diverse student needs and learning styles.
  10. Practices equitable and legal use of computers and technology in professional activities.
  11. Upholds the rules/laws of copyright and instructs students and faculty in this area.
  12. Facilitates the lifelong learning of self and others through the use of technology.
  13. Explores, uses and evaluates technology resources: software, applications, and related documentation.
  14. Applies research-based instructional practices that use computers and other technology.
  15. Uses computers and other technology for individual, small group, and large group learning activities.
  16. Uses technology to support multiple assessments of student learning.
  17. Instructs and supervises students in the ethical and legal use of technology.

**Standard 7\*: Demonstrates Professional Ethics**

7.1 Attends and participates in faculty meetings.

7.2 Attends and participates in Data / Professional Development Days.

7.3 Maintains good attendance and punctuality.

7.4 Posts attendance according to the school’s guidelines.

7.5 Enters grades in Infinite Campus on a weekly basis.

7.6 Dresses in a professional manner as outlined in school faculty handbook.

7.7 Maintains a professional demeanor with students, parents, teachers, and administrators.

\*\*

\*Spencer County Standards

\*\*Definition of Professional Demeanor – behavior that supports the educational process

**Appendix C:**

**LIBRARY MEDIA SPECIALIST FORMATIVE REPORT FORM**

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Library Media Specialist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve** |
| 1. Demonstrates Proficiency in the Management and Administration of the Library Media Center |  |  |  |  |
| 1. Provides Exemplary Resources through Collection Development |  |  |  |  |
| 1. Provides Effective Library Media Services |  |  |  |  |
| 1. Enables Students to Become Effective Information Users |  |  |  |  |
| 1. Engages in Professional Development |  |  |  |  |
| 1. Demonstrates Implementation of Technology |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Areas of Strength, Enrichment, and/or Improvement:

\_\_\_\_\_\_I agree with this formative evaluation

\_\_\_\_\_\_I disagree with this formative evaluation

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

\*Spencer County Standards

**Appendix D:**

**SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST**

**Non-Tenured\_\_\_\_\_**

**Tenured\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Library Media Specialist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** |
| 1. Demonstrates Proficiency in the Management and Administration of the Library Media Center |  |  |  |  |
| 1. Provides Exemplary Resources through Collection Development |  |  |  |  |
| 1. Provides Effective Library Media Services |  |  |  |  |
| 1. Enables Students to Become Effective Information Users |  |  |  |  |
| 1. Engages in Professional Development |  |  |  |  |
| 1. Demonstrates Implementation of Technology |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Comments:

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

1 2 3 4 5 6 7

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

**\_\_\_\_\_Agree with this summative evaluation**

**\_\_\_\_\_Disagree with this summative evaluation**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE DATE**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATOR DATE**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*\***Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.**

\***Spencer County Standards**

**\*Spencer County Standards**

**Appendix E:**

**Experienced/New School Counselor Standards for Preparation and Certification**

Standard 1: Program Management, Research, and Evaluation

Standard 2: Developmental Guidance Curriculum

Standard 3: Individual/Small Group Counselor

Standard 4: Consultation/Collaboration

Standard 5: Coordination

Standard 6: Assessment

Standard 7: Adheres to Professional Standards

Standard 8: Demonstrates Professional Leadership

Standard 9: Engages in Professional Development

Standard 10:Demonstrates Professional Ethics \*

**Preamble to New Guidance Counselor Standards**

The New School Counselor Standards identify what beginning school counselors should know and be able to do. The standards describe the roles and functions of the professional school counselor and identify indicators of effective performance.

These standards are based on the recognition that effective performance as a school counselor is predicated upon education and training in counselor education programs that address state and national standards for school counselor training. All school counselors shall be certified as defined in regulations adopted by the Education Professional Standards Board. Additionally, these standards reflect the essential knowledge and skills necessary to effective counseling programs in today’s schools – schools as created by the framework of the Kentucky Education Reform Act and as envisioned for the 21st century. In Kentucky, all teaching and learning tasks address Kentucky’s learning goals and academic expectations that identify what students need to know and be able to do in order to make a successful transition into society. Thus, school counselors design and implement programs and assess learning that develop students’ abilities to:

* Use basic communications and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
* Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
* Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
* Become a responsible group member who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mind to other perspectives.
* Think and solve problems including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
* Connect and integrate experiences and new knowledge throughout the curriculum, questions and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

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

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The counselor understands and knows how to:

1. Define needs and priorities.
2. Determine objectives.
3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
5. Evaluate the program to assure its contribution to the school’s mission and goals.
6. Use information systems and technology.

**Standard 2: Developmental Guidance Curriculum**

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

The counselor understands and knows how to:

1. Assess the developmental need of students.
2. Address academic expectations and school-to-work initiatives.
3. Prepare students for successful transitions.
4. Evaluate the results of the curriculum’s impact.
5. Modify the curriculum as needed to continually meet the needs of the students.
6. Guide individuals and groups of students through the development of educational and career plans.
7. Provide guidance for maximizing personal growth and development.
8. Teach the school developmental guidance curriculum.
9. Assist teachers in the teaching of the guidance curriculum.

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

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

The counselor understands and knows how to:

1. Provide a safe, confidential setting in which students present their needs and concerns.
2. Promote wellness.
3. Respond to crises.
4. Communicate empathy and understanding.
5. Utilize a broad range of techniques and accepted theories appropriate to school counseling.
6. Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
7. Intervene in problem/conflict situations and conduct follow-up sessions.
8. Respect and nurture the uniqueness of each student.
9. Mediate classroom and student conflicts.
10. Empower students to develop and use their resources.

**Standard 4: Consultation/Collaboration**

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

The counselor understands and knows how to:

1. Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
2. Interpret relevant information concerning the developmental needs of students.
3. Reduce barriers to student learning through direct referred services.
4. Facilitate new student integration into the school environment.
5. Work with teachers to provide support for students in a crisis situation.
6. Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
7. Facilitate successful communication between and among teachers, parents, teacher and students.
8. Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
9. Consult with external community and professional resources.

**Standard 5: Coordination**

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

The counselor understands and knows how to:

1. Coordinate with school and community personnel, including school councils, to provide resources for students.
2. Use an effective referral process for assisting students and others to use special programs and services.
3. Identify community agencies for referral of students.
4. Maintain cooperative working relationships with community resources.
5. Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)

**Standard 6: Assessment**

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

The counselor understands and knows how to:

1. Participate in the planning and evaluation of the district/school testing program.
2. Assess, interpret and communicate learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
3. Collaborate with staff concerning assessment of special needs students.
4. Use assessment results and other sources of student data in formulating student career/graduation plans.
5. Coordinate student records to ensure the confidentiality of assessment data.
6. Provide orientation sessions for faculty, students, and parents regarding the assessment program.

**Standard 7: Adheres to Professional Standards**

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

The counselor understands and knows how to:

1. Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
2. Adhere to federal/state laws and regulations related to education and child protection.
3. Be responsible for on-going professional development.
4. Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
5. Be knowledgeable of the position statements of the American School Counselor Association.
6. Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

**Standard 8: Demonstrates Professional Leadership**

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

The counselor understands and knows how to:

1. Build positive relationships within and between school and community.
2. Promote leadership potential in colleagues.
3. Participate in professional organizations and activities.
4. Write and speak effectively.
5. Guide and develop curriculum and instructional materials.
6. Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
7. Initiate and develop educational projects and programs.
8. Practice effective listening, conflict resolution and group-facilitation skills as a team member.
9. Present programs in a manner that reflects sensitivity to a multicultural and global perspective.
10. Write for publication, present at conferences and provide professional development.
11. Work with colleagues to administer an effective learning climate within the school.

**Standard 9: Engages in Professional Development**

The school counselor evaluates his or her own overall performance in relation to Kentucky’s Learner Goals and implements a professional development plan.

The counselor understands and knows how to:

1. Establish priorities for professional growth.
2. Analyze student performance to help identify professional development needs.
3. Solicit input from others in the creation of individual professional development needs.
4. Implement knowledge and skills acquired through on-going professional development.
5. Modify own professional development plan to improve performance and to promote student learning.

**Standard 10: \*Demonstrates Professional Ethics**

1. Attends and participates in faculty meetings.
2. Attends and participates in Data/Professional Development Days.
3. Maintains good attendance and punctuality.
4. Posts attendance according to the school’s guidelines.
5. Enters grades in Infinite Campus on a weekly basis.
6. Dresses in a professional manner as outlined in school faculty handbook.

\*\*

1. Maintains a professional demeanor with students, parents, teachers, and administrators.

\*Spencer County Standards

\*\*Definition of Professional Demeanor – behavior that supports the educational process

**Appendix F:**

**SCHOOL COUNSELORS FORMATIVE REPORT FORM**

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve** |
| 1. Program Management/Research/Evaluation |  |  |  |  |
| 1. Developmental Guidance Curriculum |  |  |  |  |
| 1. Individual/Small Group Counseling |  |  |  |  |
| 1. Consultation/Collaboration |  |  |  |  |
| 1. Coordination |  |  |  |  |
| 1. Assessment |  |  |  |  |
| 1. Adheres to Professional Standards |  |  |  |  |
| 1. Demonstrates Professional Leadership |  |  |  |  |
| 1. Engages in Professional Development |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Areas of Strength, Enrichment, and/or Improvement:

\_\_\_\_\_\_I agree with this formative evaluation

\_\_\_\_\_\_I disagree with this formative evaluation

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

\*Spencer County Standard

**Appendix G:**

**SUMMATIVE EVALUATION FOR SCHOOL COUNSELOR**

**Non-Tenured\_\_\_\_\_**

**Tenured\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** |
| 1. Program Management/Research / Evaluation |  |  |  |  |
| 1. Developmental Guidance Curriculum |  |  |  |  |
| 1. Individual/small Group Counseling |  |  |  |  |
| 1. Consultation/Collaboration |  |  |  |  |
| 1. Coordination |  |  |  |  |
| 1. Assessment |  |  |  |  |
| 1. Adheres to Professional Standards |  |  |  |  |
| 1. Demonstrates Professional Leadership |  |  |  |  |
| 1. Engages in Professional Development |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Comments:

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

1 2 3 4 5 6 7 8 9 10

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

**\_\_\_\_\_Agree with this summative evaluation**

**\_\_\_\_\_Disagree with this summative evaluation**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE DATE**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATOR DATE**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.

**\* Spencer County Standards**

**Appendix H:**

**SCHOOL PSYCHOLOGIST STANDARDS**

**School Psychologist Standards**

**Standard 1: Creates a Climate Conducive to Consultation**

The extent to which the psychologist:

* 1. Displays non-judgmental and accepting attitudes.
  2. Shows respect for others through active listening.
  3. Maintains the confidentiality of student interviews.
  4. Provides opportunities for students to explore problems and weigh alternatives in decision- making.
  5. Encourages students to set goals and assume responsibility for meeting them.

**Standard 2: Employs a Variety of Effective Consultation Procedures**

The extent to which the psychologist:

* 1. Consults with parents and staff on effective intervention strategies.
  2. Provides professional development for interested staff and parents.

**Standard 3: Participates in Professional Growth Activities**

The extent to which the psychologist:

* 1. Demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, and conferences).
  2. Takes advantage of opportunities to learn from colleagues, students, parents, and community.
  3. Keeps abreast of developments in this profession.

**Standard 4: Follows the Policies and Procedures of the School District**

The extent to which the psychologist:

* 1. Strives to stay informed about policies and regulations applicable to this position.
  2. Selects appropriate channels for resolving concerns and problems.
  3. Follows school/district policies including employee time and attendance.

**Standard 5: Demonstrates a Sense of Professional Responsibility**

The extent to which the psychologist:

* 1. Completes duties promptly and accurately.
  2. Is punctual.
  3. Provides accurate data to the school and district as requested.
  4. Maintains confidentiality of records and information related to individual cases.
  5. Carries out duties in accordance with established job description.
  6. Maintains accurate case records on all referred students.
  7. Demonstrates a professional image throughout the district.
  8. Completes timely reports, which are well written and easily understood by parents and school personnel.
  9. Upholds and models Kentucky School Personnel Code of Ethics.

**Standard 6: Utilizes Time Effectively**

The extent to which the psychologist:

* 1. Allots a realistic amount of time for specified activities.
  2. Is available to students at appointed times barring emergencies.
  3. Begins activities on time.
  4. Uses time effectively for each designated activity.
  5. Responds to crises throughout the district when assistance is needed.

**Standard 7: Demonstrates the Ability to Communicate Effectively**

The extent to which the psychologist:

* 1. Utilizes appropriate correct oral and written communication.
  2. Presents ideas logically.
  3. Gives directions or information in a clear, concise and reasonable manner.
  4. Uses a variety of verbal and nonverbal techniques.
  5. Elicits and responds to questions.
  6. Summarizes effectively.
  7. Uses active listening skills.

**Standard 8: Implements Programs Effectively**

The extent to which the psychologist:

* 1. Explains and discusses purposes of assessment, procedural safeguards, due process, rules and regulations, and other information for parents, students, staff and administrators.
  2. Provides helpful information to teachers, counselors, and administrators for educational planning.
  3. Provides up-to-date information regarding issues based on sound research findings.
  4. Provides assistance in identifying useful resources.
  5. Follows special education policies, procedures, and timelines for psychological evaluations.

**Standard 9: Provides Effective Assessment Services**

The extent to which the psychologist:

* 1. Serves as a member of the school’s multidisciplinary team.
  2. Provides comprehensive psychological evaluations which address individual differences in children’s learning patterns.
  3. Assesses difficulties of referred students through appropriate assessment and diagnostic practices.
  4. Selects appropriate assessment devices and materials.
  5. Suggests and helps implement pre-referral strategies and interventions for student exhibiting learning/behavior difficulties.

**Standard 10: Demonstrates Implementation of Technology**

The extent to which the psychologist:

* 1. Operates a multimedia computer and peripherals to install and use a variety of software.
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
  5. Creates multimedia presentations, and uses other emerging technologies to enhance professional productivity and support instruction.
  6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
  7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
  8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  9. Designs lessons that use technology to address diverse student needs and learning styles.
  10. Practices equitable and legal use of computers and technology in professional activities.
  11. Facilitates the lifelong learning of self and others through the use of technology.
  12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
  13. Applies research-based instructional practices that use computers and other technology.
  14. Uses computers and other technology for individual, small group, and large group learning activities.
  15. Uses technology to support multiple assessments of student learning.
  16. Instructs and supervises students in the ethical and legal use of technology.

**Standard 11: \*Demonstrates Professional Ethics**

11.1 Attends and participates in faculty meetings.

11.2 Attends and participates in Data/Professional Development Days.

11.3 Maintains good attendance and punctuality.

11.4 Posts attendance accordingly to the school’s guidelines.

11.5 Enters grades in Infinite Campus on a weekly basis.

11.6 Dresses in a professional manner as outlined in school faculty handbook.

\*\*

11.7 Maintains a professional demeanor with students, parents, teachers, and administrators.

\* Spencer County Standards

\*\*Definition of Personal Demeanor – Behavior that supports the educational process.

**Appendix I:**

**SCHOOL PSYCHOLOGIST FORMATIVE REPORT FORM**

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Psychologist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve** |
| 1. Creates a Climate Conducive to Consultation |  |  |  |  |
| 1. Employs a Variety of Effective Consultation Procedures |  |  |  |  |
| 1. Participates in Professional Growth Activities |  |  |  |  |
| 1. Follows the Policies and Procedures of the School District |  |  |  |  |
| 1. Demonstrates a Sense of Professional Responsibility |  |  |  |  |
| 1. Utilizes Time Effectively |  |  |  |  |
| 1. Demonstrates the Ability to Communicate Effectively |  |  |  |  |
| 1. Implements Programs Effectively |  |  |  |  |
| 1. Provides Effective Assessment Services |  |  |  |  |
| 1. Demonstrates Implementation of Technology |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Areas of Strength, Enrichment, and/or Improvement:

\_\_\_\_\_\_I agree with this formative evaluation

\_\_\_\_\_\_I disagree with this formative evaluation

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

Evaluatee’s Signature Date

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Evaluator’s Signature Date

\*Spencer County Standards

**Appendix J:**

**SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST**

**Non-Tenured\_\_\_\_\_**

**Tenured\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Psychologist**  **Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** | **Comments** |
| 1. Creates a Climate Conducive to Consultation |  |  |  |  |  |
| 1. Employs a Variety of Effective Consultation Procedures |  |  |  |  |  |
| 1. Participates in Professional Growth Activities |  |  |  |  |  |
| 1. Follows the Policies and Procedures of the School District |  |  |  |  |  |
| 1. Demonstrates a Sense of Professional Growth |  |  |  |  |  |
| 1. Utilizes Time Effectively |  |  |  |  |  |
| 1. Demonstrates the Ability to Communicate Effectively |  |  |  |  |  |
| 1. Implements Programs Effectively |  |  |  |  |  |
| 1. Provides Effective Assessment Services |  |  |  |  |  |
| 1. Demonstrates Implementation of Technology |  |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |  |

Comments:

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

1 2 3 4 5 6 7 8 9 10 11

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

**\_\_\_\_\_Agree with this summative evaluation**

**\_\_\_\_\_Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE DATE EVALUATOR DATE**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard

\*\***Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan. \*** \***Spencer County Standards**

**Appendix K:**

**SPEECH PATHOLOGIST STANDARDS**

**Standard 1: Implements Assessment Procedures**

The extent to which the speech pathologist:

* 1. Assists and guides teachers through the referral process.
  2. Provides screening to identify need for further assessment.
  3. Provides a thorough assessment and diagnosis.
  4. Maintains ongoing records of eligible students.
  5. Follows timelines from initial referral to placement.
  6. Completes all forms as required before placement and re-evaluation.
  7. Compiles case history as needed.
  8. Assists in referrals to agencies.

**Standard 2: Demonstrates a Readiness to Teach**

The extent to which the speech pathologist:

* 1. Selects appropriate student objectives as dictated by ARC and IEP.
  2. Selects appropriate learning experiences.
  3. Uses time effectively.
  4. Prepares instruction on the basis of individual needs.
  5. Develops a therapeutic program.
  6. Schedules caseload in an efficient and cooperative manner.
  7. Follows school/district policies and procedures including employee time and attendance.

2.8 Upholds and models Kentucky School Personnel Code of Ethics.

**Standard 3: Demonstrates a Proficiently Managed Environment**

The extent to which the speech pathologist:

* 1. Arranges setting to support learner activities.
  2. Provides for a safe and orderly environment.
  3. Uses classroom procedures that are clear and easily managed.
  4. Uses classroom procedures that permit independent and interdependent learning.

**Standard 4: Demonstrates Proficiency in Managing Student Behavior**

The extent to which the speech pathologist:

* 1. Establishes and clearly communicates expectations.
  2. Reinforces acceptable student behaviors.
  3. Uses appropriate consequences for altering unacceptable student behaviors.
  4. Monitors student behaviors.
  5. Holds each student accountable for his/her own behaviors.
  6. Creates a climate in which students display initiative and accept responsibility for learning and conduct.
  7. Demonstrates fairness and consistency in enforcing behavior expectations.
  8. Manages disruptive behavior constructively while maintaining instructional momentum.

**Standard 5: Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences**

The extent to which the speech pathologist:

* 1. Implements therapy related to classroom curriculum when possible.
  2. Designs and implements themes of interest to students.
  3. Provides for critical differences of students in curriculum and instruction planning and implementation.
  4. Uses student performance to evaluate growth.

**Standard 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups**

The extent to which the speech pathologist:

* 1. Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication, listening, and speaking.

**Standard 7: Uses a Variety of Effective Teaching Techniques – Equipment, Media, and Materials**

The extent to which the speech pathologist:

* 1. Uses cooperative learning strategies, when appropriate.
  2. Provides multi-activities (e.g., learning centers, technology) when opportunities are provided in school.
  3. Selects teaching techniques that match the readiness of students to learn.
  4. Provides for independent and interdependent learning.
  5. Maintains a schedule that assures students will experience success.
  6. Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).
  7. Demonstrates knowledge about technology in the speech environment.
  8. Incorporates use of technology into instructional plan, when possible.
  9. Uses community resources to enhance instruction when appropriate.

**Standard 8: Uses Teaching Strategies that Increase Student Motivation**

The extent to which the speech pathologist:

* 1. Is knowledgeable of Total Communication Approach.
  2. Provides all students with opportunity for successful experiences.
  3. Demonstrates high expectations.
  4. Demonstrates a high level of concern for student success.
  5. Communicates a positive classroom climate of mutual respect.
  6. Promotes interest through personalizing instruction and novel approaches.
  7. Provides knowledge of results that are meaningful and timely.
  8. Provides specific feedback.
  9. Demonstrates a caring attitude.
  10. Demonstrates consistent communication with parent/guardian.

**Standard 9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment**

The extent to which the speech pathologist:

* 1. Prepares paperwork in advance and has necessary forms available for parent conferences.
  2. Uses narrative methods of reporting student progress when appropriate.
  3. Shows actual expectations met by student.
  4. Conducts conferences with parent/guardian.
  5. Reports so that students are not compared to other students.
  6. Maintains ongoing communication with parent/guardian.
  7. Provides information regarding agencies/programs available within the community as needed.

**Standard 10: Collaborates with Teachers and Staff**

The extent to which the speech pathologist:

* 1. Plans with classroom teachers and staff to implement therapy.
  2. Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.
  3. Serves as a consultant on topics regarding speech/language development.
  4. Assists in proper referral of individuals to agencies and specialists in the community as appropriate.
  5. Shares instructional materials and media.

**Standard 11: Meets Professional Standards**

The extent to which the speech pathologist:

* 1. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.
  2. Meets assigned time frames.
  3. Serves on committees.
  4. Fulfills out-of-class obligations/duties.
  5. Maintains confidentiality regarding students.
  6. Shows positive working relationship with faculty and staff.
  7. Follows proper channels to address issues and problems.
  8. Shows proper regard toward students.
  9. Demonstrates good judgment in decision-making.
  10. Seeks further education/training.
  11. Participates in workshops, seminars, and other professional growth opportunities.
  12. Belongs to professional organizations.
  13. Establishes a pattern of dependability by being punctual and having regular attendance.

**Standard 12: Uses Professional Growth Activities to Improve the Speech Therapy Program**

The extent to which the speech pathologist:

* 1. Identifies professional growth activities, which will improve the speech therapy program.
  2. Develops Professional Growth Plan.
  3. Develops a plan, which is congruent with the school and district mission and goals.
  4. Revises Professional Growth Plan as goals change.

**Standard 13: 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**

The extent to which the speech pathologist:

* 1. Operates a multimedia computer and peripherals to install and use a variety of software.
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
  5. Creates multimedia presentations using scanners, digital cameras, and video games.
  6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
  7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
  8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  9. Designs lessons that use technology to address diverse student needs and learning styles.
  10. Practices equitable and legal use of computers and technology in professional activities.
  11. Facilitates the lifelong learning of self and others through the use of technology.
  12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
  13. Applies research-based instructional practices that use computers and other technology.
  14. Uses computers and other technology for individual, small group, and large group learning activities.
  15. Uses technology to support multiple assessments of student learning.
  16. Instructs and supervises students in the ethical and legal use of technology.

**Standard 14: \*Demonstrates Professional Ethics**

* 1. Attends and participates in faculty meetings.
  2. Attends and participates in Data/Professional Development Days.
  3. Maintains good attendance and punctuality.
  4. Posts attendance according to the school’s guidelines.
  5. Enters grades in Infinite Campus.
  6. Dresses in a professional manner as outlined in school faculty handbook.
  7. Maintains a professional demeanor with students, parents, teachers, and administrators.

\*\*

\*Spencer County Standards

\*\* Definition of Professional Demeanor – behavior that supports the educational process

**Appendix L:**

**SPEECH PATHOLOGIST FORMATIVE REPORT FORM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Speech Pathologist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve** |
| 1. Implements Assessment Procedures |  |  |  |  |
| 1. Demonstrates a Readiness to Teach |  |  |  |  |
| 1. Demonstrates a Proficiently Managed Environment |  |  |  |  |
| 1. Demonstrates Proficiency in Managing Student Behavior |  |  |  |  |
| 1. Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences |  |  |  |  |
| 1. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups |  |  |  |  |
| 1. Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials |  |  |  |  |
| 1. Uses Teaching Strategies that Increase Student Motivation |  |  |  |  |
| 1. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment |  |  |  |  |
| 1. Collaborates with Teachers and Staff |  |  |  |  |
| 1. Meets Professional Standards |  |  |  |  |
| 1. Uses Professional Growth Activities to Improve the Speech Therapy Program |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Areas of Strength, Enrichment, and/or Improvement:

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

Evaluatee’s Signature Date

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Evaluator’s Signature Date

\*Spencer County Standard

**Appendix M:**

**SUMMATIVE EVALUATION FOR SPEECH PATHOLOGIST**

**Non-Tenured\_\_\_\_\_**

**Tenured\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Speech Pathologist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** | **Comments** |
| 1. Implements Assessment Procedures |  |  |  |  |  |
| 1. Demonstrates a Readiness to Teach |  |  |  |  |  |
| 1. Demonstrates a Proficiently Managed Environment |  |  |  |  |  |
| 1. Demonstrates Proficiency in Managing Student Behavior |  |  |  |  |  |
| 1. Integrates the Curriculum to Make Connection Between Knowledge and Experiences |  |  |  |  |  |
| 1. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups |  |  |  |  |  |
| 1. Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials |  |  |  |  |  |
| 1. Uses Teaching Strategies that Increase Student Motivation |  |  |  |  |  |
| 1. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment |  |  |  |  |  |
| 1. Collaborates with Teachers and Staff |  |  |  |  |  |
| 1. Meets Professional Standards |  |  |  |  |  |
| 1. Uses Professional Growth Activities to Improve the Speech Therapy Program |  |  |  |  |  |
| 1. Uses Technology to Support Instruction |  |  |  |  |  |
| 1. \* Demonstrates Professional Ethics |  |  |  |  |  |

Comments:

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

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

To be signed after all information above has been completed and discussed:  
**\_\_\_\_\_Agree with this summative evaluation \_\_\_\_\_Disagree with this summative evaluation  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_EVALUATEE DATE EVALUATOR DATE**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*Spencer County Standard

\*\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support

Plan.

**\* Spencer County Standards**

**Appendix L:**

**Appendix N:**

**Occupational Therapist Standards**

**Standard 1: Implements Assessment Procedures**

The extent to which the Occupational Therapist:

* 1. Assists and guides teachers through the referral process.
  2. Provides screening to identify need for further assessment.
  3. Provides a thorough assessment and diagnosis.
  4. Maintains ongoing records of eligible students.
  5. Follows timelines from initial referral to placement.
  6. Completes all forms as required before placement and re-evaluation.
  7. Compiles case history as needed.
  8. Assists in referrals to agencies.

**Standard 2: Demonstrates a Readiness to Teach**

The extent to which the Occupational Therapist:

* 1. Selects appropriate student objectives as dictated by ARC and IEP.
  2. Selects appropriate learning experiences.
  3. Uses time effectively.
  4. Prepares instruction on the basis of individual needs.
  5. Develops a therapeutic program.
  6. Schedules caseload in an efficient and cooperative manner.
  7. Follows school/district policies and procedures including employee time and attendance.

2.8 Upholds and models Kentucky School Personnel Code of Ethics.

**Standard 3: Demonstrates a Proficiently Managed Environment**

The extent to which the Occupational Therapist:

* 1. Arranges setting to support learner activities.
  2. Provides for a safe and orderly environment.
  3. Uses classroom procedures that are clear and easily managed.
  4. Uses classroom procedures that permit independent and interdependent learning.

**Standard 4: Demonstrates Proficiency in Managing Student Behavior**

The extent to which the Occupational Therapist:

* 1. Establishes and clearly communicates expectations.
  2. Reinforces acceptable student behaviors.
  3. Uses appropriate consequences for altering unacceptable student behaviors.
  4. Monitors student behaviors.
  5. Holds each student accountable for his/her own behaviors.
  6. Creates a climate in which students display initiative and accept responsibility for learning and conduct.
  7. Demonstrates fairness and consistency in enforcing behavior expectations.
  8. Manages disruptive behavior constructively while maintaining instructional momentum.

**Standard 5: Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences**

The extent to which the Occupational Therapist:

* 1. Implements therapy related to classroom curriculum when possible.
  2. Designs and implements themes of interest to students.
  3. Provides for critical differences of students in curriculum and instruction planning and implementation.
  4. Uses student performance to evaluate growth.

**Standard 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups**

The extent to which the Occupational Therapist:

* 1. Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication, listening, and speaking.

**Standard 7: Uses a Variety of Effective Teaching Techniques – Equipment, Media, and Materials**

The extent to which the Occupational Therapist:

* 1. Uses cooperative learning strategies, when appropriate.
  2. Provides multi-activities (e.g., learning centers, technology) when opportunities are provided in school.
  3. Selects teaching techniques that match the readiness of students to learn.
  4. Provides for independent and interdependent learning.
  5. Maintains a schedule that assures students will experience success.
  6. Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.).
  7. Demonstrates knowledge about technology in the speech environment.
  8. Incorporates use of technology into instructional plan, when possible.
  9. Uses community resources to enhance instruction when appropriate.

**Standard 8: Uses Teaching Strategies that Increase Student Motivation**

The extent to which the Occupational Therapist:

* 1. Is knowledgeable of Total Communication Approach.
  2. Provides all students with opportunity for successful experiences.
  3. Demonstrates high expectations.
  4. Demonstrates a high level of concern for student success.
  5. Communicates a positive classroom climate of mutual respect.
  6. Promotes interest through personalizing instruction and novel approaches.
  7. Provides knowledge of results that are meaningful and timely.
  8. Provides specific feedback.
  9. Demonstrates a caring attitude.
  10. Demonstrates consistent communication with parent/guardian.

**Standard 9: Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment**

The extent to which the Occupational Therapist:

* 1. Prepares paperwork in advance and has necessary forms available for parent conferences.
  2. Uses narrative methods of reporting student progress when appropriate.
  3. Shows actual expectations met by student.
  4. Conducts conferences with parent/guardian.
  5. Reports so that students are not compared to other students.
  6. Maintains ongoing communication with parent/guardian.
  7. Provides information regarding agencies/programs available within the community as needed.

**Standard 10: Collaborates with Teachers and Staff**

The extent to which the Occupational Therapist:

* 1. Plans with classroom teachers and staff to implement therapy.
  2. Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services.
  3. Serves as a consultant on topics regarding speech/language development.
  4. Assists in proper referral of individuals to agencies and specialists in the community as appropriate.
  5. Shares instructional materials and media.

**Standard 11: Meets Professional Standards**

The extent to which the Occupational Therapist:

* 1. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board.
  2. Meets assigned time frames.
  3. Serves on committees.
  4. Fulfills out-of-class obligations/duties.
  5. Maintains confidentiality regarding students.
  6. Shows positive working relationship with faculty and staff.
  7. Follows proper channels to address issues and problems.
  8. Shows proper regard toward students.
  9. Demonstrates good judgment in decision-making.
  10. Seeks further education/training.
  11. Participates in workshops, seminars, and other professional growth opportunities.
  12. Belongs to professional organizations.
  13. Establishes a pattern of dependability by being punctual and having regular attendance.

**Standard 12: Uses Professional Growth Activities to Improve the Speech Therapy Program**

The extent to which the Occupational Therapist:

* 1. Identifies professional growth activities, which will improve the speech therapy program.
  2. Develops Professional Growth Plan.
  3. Develops a plan, which is congruent with the school and district mission and goals.
  4. Revises Professional Growth Plan as goals change.

**Standard 13: 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**

The extent to which the Occupational Therapist:

* 1. Operates a multimedia computer and peripherals to install and use a variety of software.
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
  5. Creates multimedia presentations using scanners, digital cameras, and video games.
  6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
  7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
  8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  9. Designs lessons that use technology to address diverse student needs and learning styles.
  10. Practices equitable and legal use of computers and technology in professional activities.
  11. Facilitates the lifelong learning of self and others through the use of technology.
  12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
  13. Applies research-based instructional practices that use computers and other technology.
  14. Uses computers and other technology for individual, small group, and large group learning activities.
  15. Uses technology to support multiple assessments of student learning.
  16. Instructs and supervises students in the ethical and legal use of technology.

**Standard 14: \*Demonstrates Professional Ethics**

* 1. Attends and participates in faculty meetings.
  2. Attends and participates in Data/Professional Development Days.
  3. Maintains good attendance and punctuality.
  4. Posts attendance according to the school’s guidelines.
  5. Enters grades in Infinite Campus.
  6. Dresses in a professional manner as outlined in school faculty handbook.
  7. Maintains a professional demeanor with students, parents, teachers, and administrators.

\*\*

\*Spencer County Standards

\*\* Definition of Professional Demeanor – behavior that supports the educational process.

**Appendix O:**

**OCCUPATIONAL THERAPIST FORMATIVE REPORT FORM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Speech Pathologist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve** |
| 1. Implements Assessment Procedures |  |  |  |  |
| 1. Demonstrates a Readiness to Teach |  |  |  |  |
| 1. Demonstrates a Proficiently Managed Environment |  |  |  |  |
| 1. Demonstrates Proficiency in Managing Student Behavior |  |  |  |  |
| 1. Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences |  |  |  |  |
| 1. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups |  |  |  |  |
| 1. Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials |  |  |  |  |
| 1. Uses Teaching Strategies that Increase Student Motivation |  |  |  |  |
| 1. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment |  |  |  |  |
| 1. Collaborates with Teachers and Staff |  |  |  |  |
| 1. Meets Professional Standards |  |  |  |  |
| 1. Uses Professional Growth Activities to Improve the Speech Therapy Program |  |  |  |  |
| 1. 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. |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Areas of Strength, Enrichment, and/or Improvement:

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

\*Spencer County Standard

**Appendix P:**

**SUMMATIVE EVALUATION FOR OCCUPATIONAL THERAPIST**

**Non-Tenured\_\_\_\_\_**

**Tenured\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Speech Pathologist Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** | **Comments** |
| 1. Implements Assessment Procedures |  |  |  |  |  |
| 1. Demonstrates a Readiness to Teach |  |  |  |  |  |
| 1. Demonstrates a Proficiently Managed Environment |  |  |  |  |  |
| 1. Demonstrates Proficiency in Managing Student Behavior |  |  |  |  |  |
| 1. Integrates the Curriculum to Make Connection Between Knowledge and Experiences |  |  |  |  |  |
| 1. Teaches the Skills Necessary for Students to Become Productive Members of Various Groups |  |  |  |  |  |
| 1. Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials |  |  |  |  |  |
| 1. Uses Teaching Strategies that Increase Student Motivation |  |  |  |  |  |
| 1. Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment |  |  |  |  |  |
| 1. Collaborates with Teachers and Staff |  |  |  |  |  |
| 1. Meets Professional Standards |  |  |  |  |  |
| 1. Uses Professional Growth Activities to Improve the Speech Therapy Program |  |  |  |  |  |
| 1. Uses Technology to Support Instruction |  |  |  |  |  |
| 1. \* Demonstrates Professional Ethics |  |  |  |  |  |

Comments:

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

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

To be signed after all information above has been completed and discussed:  
**\_\_\_\_\_Agree with this summative evaluation \_\_\_\_\_Disagree with this summative evaluation  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_EVALUATEE DATE EVALUATOR DATE**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*Spencer County Standard

\*\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support

Plan.

**\* Spencer County Standards**

**Appendix L:**

**Appendix Q:**

**SPENCER COUNTY PUBLIC SCHOOLS IECE STANDARDS**

New Teacher Standards for Preparation and Certification:

Interdisciplinary Early Childhood Education Birth to Primary

Adopted January 1995 – Revised March 2003 by the Kentucky Education Professional Standards Board

Standard 1: Designs/Plans Instruction

Standard 2: Creates/Maintains Environments

Standard 3: Implements Instruction

Standard 4: Assesses and Communicates Learning Results

Standard 5: Reflects/Evaluates Professional Practices

Standard 6: Collaborates with Colleagues/Families/Others

Standard 7: Engages in Professional Development

Standard 8: Supports Families

Standard 9: Demonstrates Implementation of Technology

Preamble to New Teacher Standards for IECE Birth to Primary Candidates

The New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education (IECE) Birth to Primary reflect performance expected of educators within a variety of environments, including classrooms, childcare settings, the children’s homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educators should be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. By demonstrating a thorough knowledge of content areas, IECE educators will design, create, and implement experiences for the children in the areas of cognitive, adaptive, social, physical, and emotional development and communication skills. The instruction/plans may include Individual Family Service Plans (IFSPs), Individual Education Programs (IEPs), and transition plans developed in partnership with family members and other service providers. IECE educators will use assessment and evaluation practices to inform instruction and document children’s learning while engaging in self-evaluation as part of this continuous improvement process.

In Kentucky all teaching and learning tasks address Kentucky’s academic expectations. These identify what children need in order to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops children’s abilities to:

* Use basic communication and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
* Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
* Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
* Become a responsible group member who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; worldviews; and an open mind to other perspectives.
* Think and solve problems, including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
* Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

**Standard 1: Designs/Plans Instruction**

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

The extent to which the IECE educator:

* 1. Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals.
  2. Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences.
  3. Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities.
  4. Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments.
  5. Incorporates knowledge of multiple disciplines and strategies from team members.
  6. Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans).

**Standard 2: Creates/Maintains Environments**

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

The extent to which the IECE educator:

1. Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals.
2. Creates and maintains developmentally and individually appropriate activity-based learning environments.
3. Maintains a healthy and safe environment.
4. Provides developmentally and individually appropriate indoor and outdoor environments.
5. Creates environments that recognize and value diversity as a strength in children and families.
6. Adapts environments to support children with special needs and disabilities.
7. Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.
8. Facilitates positive interaction between children and adults.\
9. Uses positive guidance techniques to foster children and adults.
10. Uses responsive techniques to nurture appropriate social interaction and social competence.
11. Functions within legal, ethical, and professional guidelines.
12. Applies adult learning principles in supervising and training adults.

**Standard 3: Implements Instruction**

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

The extent to which the IECE educator:

1. Facilitates children’s acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals.
2. Implements developmentally appropriate individual and group activities in indoor and outdoor environments.
3. Encourages children’s active involvement in a variety of structured and unstructured learning activities.
4. Uses instructional strategies that meet the unique needs of each child.
5. Implements family-centered activities that reflect the family’s resources, priorities, and concerns.
6. Provides learning experiences that support and expand the cultural knowledge and behavior of each child.
7. Provides guidance, learning cues, and positive feedback to children.
8. Manages antecedent and consequent conditions to foster self-management behaviors.

**Standard 4: Assesses & Communicates Learning Results**

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

Performance Criteria:

The extent to which the IECE educator:

1. Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs.
2. Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child.
3. Actively involves families and other team members in the assessment process.
4. Systematically collects, organizes, and records ongoing assessment data to monitor child progress.
5. Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP.
6. Effectively communicates assessment results and ongoing child progress to families and other team members in everyday language, including native language and communicative mode.

**Standard 5: Reflects/Evaluates Professional Practices**

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

The extent to which the IECE educator:

1. Engages in ongoing self-reflection to improve professional practices.
2. Communicates strengths and areas for growth in professional practices as a result of self-reflection.
3. Applies professional ethics, practices and legal mandates in early childhood settings.
4. Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments.
5. Participates in program evaluation efforts to improve child learning and development.
6. Identifies the professional development needs of assistants, staff, and volunteers and provides support to improve each person’s performance.

**Standard 6: Collaborates with Colleagues/Families/Others**

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

The extent which the IECE educator:

1. Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.
2. Seeks and encourages the participation of families as partners in promoting the child’s development, sharing information, making decisions, and implementing and evaluating program plans for the child.
3. Consults and collaborates with team members to promote the child’s development, share information, make decisions, implement, and evaluate program plans for the child
4. Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings.
5. Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers.
6. Provides ongoing constructive feedback to team members about professional practices.
7. Collaborates with families and other team members to support successful transition to next setting.

**Standard 7: Engages in Professional Development**

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:

The extent to which the IECE educator:

1. Engages in ongoing critical analysis and reflective thinking to assess one’s own performance and identify areas for growth.
2. Develops a professional growth plan.
3. Documents professional growth and performance.
4. Demonstrates professional growth through identification with the active participation in professional organizations.
5. Critically reviews and applies research and recommended practices.
6. Seeks support and expertise of others to improve professional practices.
7. Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services.

**Standard 8: Supports Families**

The IECE educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria:

The extent to which the IECE educator:

1. Assists families in articulating resources, priorities, and concerns.
2. Demonstrates sensitivity to characteristics of each child’s family and community and shows respect for cultural preferences and socioeconomic influences.
3. Implements a continuum of family-centered services which support child development.
4. Informs families of program objectives, procedures, and legal rights.
5. Applies adult learning principles to parent education activities.
6. Promotes family participation in adult education opportunities and school and community activities.
7. Demonstrates knowledge of family structure, style and stages of family and adult development.
8. Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.

**Standard 9: Demonstrates Implementation of Technology**

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Performance Criteria:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction.
8. Requests and uses appropriate assistive and adaptive devices for children with special needs.
9. Designs lessons that use technology to address diverse needs and learning styles of children.
10. Practices equitable and legal use of computers and technology in professional activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
13. Applies research-based instructional practices that use computers and other technology.
14. Uses computers and other technology for individual, small group, and large group learning activities.
15. Uses technology to support multiple assessments of children’s learning.
16. Instructs and supervises children in the ethical and legal use of technology.

**Standard 10: \*Demonstrates Professional Ethics**

1. Attends and participates in faculty meetings.
2. Attends and participates in Data / Professional Development Days.
3. Maintains good attendance and punctuality.
4. Posts attendance according to the school’s guidelines.
5. Enters grades in Infinite Campus on a weekly basis.
6. Dresses in a professional manner as outlined in school faculty handbook.

\*\*

1. Maintains a professional demeanor with students, parents, teachers, and administrators.

\* Spencer County Standards

\*\* Definition of Professional Demeanor – behavior that supports the educational process.

**Appendix R:**

**FORMATIVE REPORT FORM FOR PRESCHOOL TEACHERS**

**Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** |
| 1. Designs/Plans Instruction |  |  |  |  |
| 1. Creates/Maintains Environments |  |  |  |  |
| 1. Implements Instruction |  |  |  |  |
| 1. Assesses/Communicates Learning Results |  |  |  |  |
| 1. Reflects/Evaluates Professional Practices |  |  |  |  |
| 1. Collaborates with Colleagues/Families/Others |  |  |  |  |
| 1. Engages in Professional Development |  |  |  |  |
| 1. Supports Families |  |  |  |  |
| 1. Demonstrates Implementation of Technology |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Areas of Strength, Enrichment, and/or Improvement:

\_\_\_\_\_\_I agree with this formative evaluation

\_\_\_\_\_\_I disagree with this formative evaluation

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

\*Spencer County Standards

**Appendix S:**

**SUMMATIVE EVALUATION FOR PRESCHOOL TEACHERS**

**Non-Tenured\_\_\_\_\_**

# **Tenured\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** |
| 1. Designs/Plans Instruction |  |  |  |  |
| 1. Creates/Maintains Environments |  |  |  |  |
| 1. Implements Instruction |  |  |  |  |
| 1. Assess/Communicates Learning Results |  |  |  |  |
| 1. Reflects/Evaluates Professional Practices |  |  |  |  |
| 1. Collaborates with Colleagues/ Families/Others |  |  |  |  |
| 1. Engages in Professional Development |  |  |  |  |
| 1. Supports Families |  |  |  |  |
| 1. Demonstrates Implementation of Technology |  |  |  |  |
| 1. \*Demonstrates Professional Ethics |  |  |  |  |

Comments:

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

1 2 3 4 5 6 7 8 9 10

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

**\_\_\_\_\_Agree with this summative evaluation**

**\_\_\_\_\_Disagree with this summative evaluation**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE DATE EVALUATOR DATE**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.

**\*Spencer County Standards**

**Appendix T:**

**SPENCER COUNTY PUBLIC SCHOOLS**

**INSTRUCTIONAL COACH STANDARDS**

**Standard 1 (VISION):**

An Instructional Coach 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.

Functions

1. Collaboratively develop and implement a shared vision and mission
2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
3. Create and implement plans to achieve goals
4. Monitor and evaluate progress and revise plans

**Standard 2 (MANAGEMENT):**

An Instructional Coach 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.

Functions

1. Nurture and sustain a culture of collaboration, trust, learning and high expectations
2. Create a comprehensive, rigorous, and coherent curricular program
3. Create a personalized and motivating learning environment for students
4. Supervise instruction
5. Develop assessment and accountability systems to monitor student progress
6. Develop the instructional and leadership capacity of staff
7. Maximize time spent on quality instruction
8. Promote the use of the most effective and appropriate technologies to support teaching and learning
9. Monitor and evaluate the impact of the instructional program

**Standard 3 (COLLABORATION):**

An Instructional Coach promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

1. Monitor and evaluate the management and operational systems
2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
3. Promote and protect the welfare and safety of students and staff
4. Develop the capacity for distributed leadership
5. Ensure teacher and organizational time is focused to support quality instruction and student learning.

**Standard 4 (CONTENT KNOWLEDGE):** The Instructional Coach demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Functions

1. Communicates concepts, processes, and knowledge.
2. Connects content to life experiences of student.
3. Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
4. Guides students to understand content from various perspectives.
5. Identifies and addresses students’ misconceptions of content.

**Standard 5 (DESIGNING AND PLANNING):** The Instructional Coach 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.

Functions

1. Develops significant objectives aligned with standards.
2. Uses contextual data to design instruction relevant to students.
3. Plans assessments to guide instruction and measure learning objectives.
4. Plans instructional strategies and activities that address learning objectives for all students.
5. Plans instructional strategies and activities that facilitate multiple levels of learning.

**Standard 6 (DESIGNING AND PLANNING):** 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.

Functions

1. Develops significant objectives aligned with standards.
2. Uses contextual data to design instruction relevant to students.
3. Plans assessments to guide instruction and measure learning objectives.
4. Plans instructional strategies and activities that address learning objectives for all students.
5. Plans instructional strategies and activities that facilitate multiple levels of learning.

**Standard 7 (IMPLEMENTS AND MANAGES INSTUCTION):** An Instructional Coach 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.

Functions

1. Uses a variety of instructional strategies that align with learning objectives and actively engage students.
2. Implements instruction based on diverse student needs and assessment data.
3. Uses time effectively.
4. Uses space and materials effectively.
5. Implements and manages instruction in ways that facilitate higher order thinking.

**Standard 8 (LEADERSHIP):** The Instructional Coach provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Function

1. Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
2. Develops a plan for engaging in leadership activities.
3. Implements a plan for engaging in leadership activities.
4. Analyzes data to evaluate the results of planned and executed leadership efforts.

**Standard 9 (TECHNOLOGY):** The Instructional Coach will use technology to support instruction: assess and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Function

1. Uses available technology to design and plan instruction.
2. Uses available technology to implement instruction that facilitates student learning.
3. Integrates student use of available technology into instruction.
4. Uses available technology to assess and communicate student learning.
5. Demonstrates ethical and legal use of technology.

**Standard 10 (ETHICS):** The Instructional Coach will demonstrate professional ethics and model behavior that reflects the standards for an educator in Spencer County.

Function

1. Attends and participates in faculty meetings.
2. Attends and participates in Data / Professional Development Days.
3. Maintains good attendance and punctuality.
4. Dresses in a professional manner as outlined in school faculty handbook.
5. Maintains a professional demeanor with students, parents, teachers, and administrators.

**Appendix U:**

###### FORMATIVE REPORT FORM FOR INSTRUCTIONAL COACHES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Standards** | **Exceeds** | **Meets** | **Growth Needed** | **Does Not Achieve** |
| **1. Vision** |  |  |  |  |
| **2. Management** |  |  |  |  |
| **3. Collaboration** |  |  |  |  |
| **4. Demonstrates applied Content Knowledge** |  |  |  |  |
| **5. Coaches Teachers in Designing/Planning Instruction** |  |  |  |  |
| **6. Coaches Teachers in Maintaining a Learning Climate** |  |  |  |  |
| **7. Coaches Teachers in Implementing/Managing Instruction** |  |  |  |  |
| **8. Provides Leadership within School/Community Profession** |  |  |  |  |
| **9. Utilizes and Supports Teachers with Technology** |  |  |  |  |
| **\*10. Demonstrates Professional Ethics** |  |  |  |  |

###### Areas of Strength, Enrichment, and/or Improvement:

###### \_\_\_\_\_I agree with this formative evaluation

###### \_\_\_\_\_I disagree with this formative evaluation

###### \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Evaluatee’s Signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

###### Evaluator’s Signature Date

**Appendix V:**

###### SUMMATIVE EVALUATION FOR INSTRUCTIONAL COACHES

#### **Tenured\_\_\_\_\_**

**Non-Tenured\_\_\_\_\_\_**

**SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EVALUATOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Standards** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** | **Comments** |
| **1. Vision** |  |  |  |  |  |
| **2. Management** |  |  |  |  |  |
| **3. Collaboration** |  |  |  |  |  |
| **4. Demonstrates applied**  **Content Knowledge** |  |  |  |  |  |
| **5. Coaches Teachers in Designing/Planning Instruction** |  |  |  |  |  |
| **6. Coaches Teachers in Maintaining a Learning Climate** |  |  |  |  |  |
| **7. Coaches Teachers in Implementing/Managing Instruction** |  |  |  |  |  |
| **8. Provides Leadership within School/Community Profession.** |  |  |  |  |  |
| **9. Utilizes and Supports Teachers with Technology** |  |  |  |  |  |
| **\*10. Demonstrates Professional Ethics** |  |  |  |  |  |

**Comments:**

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

**1 2 3 4 5 6 7 8 9 10 11**

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

**\_\_\_\_\_\_\_Agree with this summative evaluation**

**\_\_\_\_\_\_\_Disagree with this summative evaluation**

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

**Evaluate Date Evaluator Date**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.

**Appendix X:**

**REQUEST TO CONSIDER “EXCEEDS” CATEGORY**

Teacher may provide additional evidence to meet the “exceeds” standard. If so, please complete this form.

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standard(s) to be considered:

Evidence:

Attachments Included:

**Appendix Y:**

#### **INDIVIDUAL SUPPORT PLAN**

**SCHOOL YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WORK SITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher**  **Standard** | **Desired Outcome** | **Activities for**  **Achieving Outcome** | **Review**  **Date** |
|  |  |  |  |

***Note: It is the responsibility of the evaluatee toe seek clarification of any item on the ISP that is not understood.***

**EVALUATOR’S COMMENTS:**

*Signature and Date***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE’S COMMENTS:**

*Signature and Date***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix Z:**

#### **INDIVIDUAL SUPPORT PLAN REVIEW PAGE**

**SCHOOL YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WORK SITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review**  **Date** | **Achieved** | **Not**  **Achieved** | **Comments** |
|  |  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Evaluatee Signature and Date Evaluator Signature and Date***