

20 TO 20

[illegible]

Employee	Date	Immediate Supervisor	Date
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Director of Instruction	Date	Superintendent	Date
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Tenured ☐
Non-Tenured ☐

SUMMATIVE EVALUATION FOR ADMINISTRATOR

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Administrator Standards:	Ratings:			Comments
	Exceeds	Meets	*Does Not Meet	
1. Vision	☐	☐	☐	☐
2. School Culture and Learning	☐	☐	☐	☐
3. Management	☐	☐	☐	☐
4. Collaboration	☐	☐	☐	☐
5. Integrity, Fairness, Ethics	☐	☐	☐	☐
6. Political, Economic, legal	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation" in conference with the evaluator.

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Opportunities for appeal process at both the local and state levels are a part of _____ district evaluation.

Employment Recommendation to Central Office:

☐ Meets Administrator standards for re-employment

☐ Does not meet Administrator standards for re-employment

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

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

1. Vision

2. School Culture and Learning

3. Management

4. Collaboration

5. Integrity, Fairness, Ethics

6. Political, Economic, Legal

Educational Leadership Policy Standards: ISLLC¹ 2008 as adopted by the National Policy Board for Educational Administration on December 12, 2007

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

Functions

Collaboratively develop and implement a shared vision and mission

Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

Create and implement plans to achieve goals

Promote continuous and sustainable improvement

Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions

Nurture and sustain a culture of collaboration, trust, learning, and high expectations

Create a comprehensive, rigorous, and coherent curricular program

Create a personalized and motivating learning environment for students

Supervise instruction

Develop assessment and accountability systems to monitor student progress

Develop the instructional and leadership capacity of staff

Maximize time spent on quality instruction

Promote the use of the most effective and appropriate technologies to support teaching and learning

Monitor and evaluate the impact of the instructional program

¹ Interstate School Leaders Licensure Consortium

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

Monitor and evaluate the management and operational systems

Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

Promote and protect the welfare and safety of students and staff

Develop the capacity for distributed leadership

Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

Collect and analyze data and information pertinent to the educational environment

Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

Build and sustain positive relationships with families and caregivers

Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

Ensure a system of accountability for every student's academic and social success

Model principles of self-awareness, reflective practice, transparency, and ethical behavior

Safeguard the values of democracy, equity, and diversity

Consider and evaluate the potential moral and legal consequences of decision-making

Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

Advocate for children, families, and caregivers

Act to influence local, district, state, and national decisions affecting student learning

Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR GUIDANCE COUNSELOR**

Evaluatee/Observee _____ Content Area _____ Grade _____

Evaluator/Observer _____ Position _____

Date of Conference (analysis) _____ School _____

STANDARDS PERFORMANCE CRITERIA

Standard 1: Program Management, Research, and Evaluation	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
1.1. Define needs and priorities.	☐	☐	☐	☐	
1.2. Determine objectives.					
1.3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.	☐	☐	☐	☐	
1.4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.	☐	☐	☐	☐	
1.5. Evaluate the program to assure its contribution to the school's mission and goals.	☐	☐	☐	☐	
1.6. Use information systems and technology.	☐	☐	☐	☐	
Standard 2: Developmental Guidance Curriculum	☐	☐	☐	☐	
2.1. Assess the developmental need of students.	☐	☐	☐	☐	
2.2. Address academic expectations and school-to-work initiatives.	☐	☐	☐	☐	
2.3. Prepare students for successful transitions.	☐	☐	☐	☐	
2.4. Evaluate the results of the curriculum's impact.	☐	☐	☐	☐	
2.5. Modify the curriculum as needed to continually meet the needs of students.	☐	☐	☐	☐	
2.6. Guide individuals and groups of students through the development of educational and career plans.	☐	☐	☐	☐	
2.7. Provide guidance for maximizing personal growth and development.	☐	☐	☐	☐	
2.8. Teach the school developmental guidance curriculum.	☐	☐	☐	☐	
2.9. Assist teachers in the teaching of the guidance curriculum.	☐	☐	☐	☐	
Standard 3: Individual/Small Group Counseling	☐	☐	☐	☐	
3.1. Provide a safe, confidential setting in which students present their needs and concerns.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR GUIDANCE COUNSELOR
STANDARDS PERFORMANCE CRITERIA**

Standard 3: Individual/Small Group Counseling	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
3.2.Promote wellness.	☐	☐	☐	☐	
3.3.Respond to crises.	☐	☐	☐	☐	
3.4.Communicate empathy and understanding.	☐	☐	☐	☐	
3.5.Utilize a broad range of techniques and accepted theories appropriate to school counseling.	☐	☐	☐	☐	
3.6.Utilize assessment tools, individual planning skills and counseling to facilitate informed choices(aptitude, interest, learning styles, academics, and careers).	☐	☐	☐	☐	
3.7.Intervene in problem/conflict situations and conduct follow-up sessions.	☐	☐	☐	☐	
3.8.Respect and nurture the uniqueness of each student.	☐	☐	☐	☐	
3.9.Mediate classroom and student conflict.	☐	☐	☐	☐	
3.10.Empower students to develop and use their resources.	☐	☐	☐	☐	
Standard 4: Consultation/Collaboration	☐	☐	☐	☐	
4.1.Consult with parents, faculty, staff, administrators, and others to enhance their work with Students.	☐	☐	☐	☐	
4.2.Interpret relevant information concerning the developmental needs of students.	☐	☐	☐	☐	
4.3.Reduce barriers to student learning through direct referred services.	☐	☐	☐	☐	
4.4.Facilitate new student integration into the school environment.	☐	☐	☐	☐	
4.5.Work with teachers to provide support for students in a crisis situation.	☐	☐	☐	☐	
4.6.Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.	☐	☐	☐	☐	
4.7.Facilitate successful communication between and among teachers, parents, teacher and students.	☐	☐	☐	☐	
4.8.Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.	☐	☐	☐	☐	
4.9.Consult with external community and professional resources.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR GUIDANCE COUNSELOR
STANDARDS PERFORMANCE CRITERIA**

Standard 5: Coordination	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	
5.1.Coordinate with school and community personnel, including school councils, to provide resources for students.	☐	☐	☐	☐	
5.2.Use an effective referral process for assisting students and others to use special programs and services.	☐	☐	☐	☐	
5.3.Identify community agencies for referral of students.	☐	☐	☐	☐	
5.4.Maintain cooperative working relationships with community resources.	☐	☐	☐	☐	
5.5.Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)	☐	☐	☐	☐	
Standard 6: Assessment	☐	☐	☐	☐	
6.1.Participate in the planning and evaluation of the district/school testing program.	☐	☐	☐	☐	
6.2.Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.	☐	☐	☐	☐	
6.3.Collaborate with staff concerning assessment of special needs students.	☐	☐	☐	☐	
6.4.Use assessment results and other sources of student data in formulating student career/graduation plans.	☐	☐	☐	☐	
6.5.Coordinate student records to ensure the confidentiality of assessment data	☐	☐	☐	☐	
6.6.Provide orientation sessions for faculty, students, and parents regarding the assessment program.	☐	☐	☐	☐	
Standard 7: Adheres to Professional Standards	☐	☐	☐	☐	
7.1.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.	☐	☐	☐	☐	
7.2.Adhere to federal/state laws and regulations related to education and child protection.	☐	☐	☐	☐	
7.3.Be responsible for the on-going professional development.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR GUIDANCE COUNSELOR
STANDARDS PERFORMANCE CRITERIA**

Standard 7: Adheres to Professional Standards	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
7.4. Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.	☐	☐	☐	☐	
7.5. Be knowledgeable of the position statements of the American School Counselor Association.	☐	☐	☐	☐	
7.6. 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	☐	☐	☐	☐	
8.1. Build positive relationships within and between school and community.	☐	☐	☐	☐	
8.2. Promote leadership potential in colleagues.	☐	☐	☐	☐	
8.3. Participate in professional organizations and activities.	☐	☐	☐	☐	
8.4. Write and speak effectively.	☐	☐	☐	☐	
8.5. Guides the development of curriculum and instructional materials.	☐	☐	☐	☐	
8.6. Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	☐	☐	☐	☐	
8.7. Initiates and develops educational projects and programs.	☐	☐	☐	☐	
8.8. Practice effective listening, conflict resolution, and group-facilitation skills as a team member.	☐	☐	☐	☐	
8.9. Present program in a manner that reflects sensitivity to a multicultural and global perspective.	☐	☐	☐	☐	
8.10. Write for publication, present at conferences and provide professional development.	☐	☐	☐	☐	
8.11. Work with colleagues to administer an effective learning climate within the school.	☐	☐	☐	☐	
8.12. Demonstrates punctuality and good attendance for all duties.	☐	☐	☐	☐	
8.13. Adheres to school work policies and administrative procedures	☐	☐	☐	☐	
Standard 9: Engages in Professional Development	☐	☐	☐	☐	
9.1. Establish priorities for professional growth.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR GUIDANCE COUNSELOR
STANDARDS PERFORMANCE CRITERIA**

Standard 9: Engages in Professional Development	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
9.2. Analyze student performance to help identify professional development needs.	☐	☐	☐	☐	
9.3. Solicit input from others in the creation of individual professional development plans.	☐	☐	☐	☐	
9.4. Implement knowledge and skills acquired through on-going professional development.	☐	☐	☐	☐	
9.5. Modify own professional development plan to improve performance and to promote student learning.	☐	☐	☐	☐	

Evaluatee Name: _____

School Year: _____

**GALLATIN COUNTY PUBLIC SCHOOLS
FORMATIVE PERFORMANCE OBSERVATION-GUIDANCE COUNSELOR**

Evaluatee Position _____

Evaluator _____ Date _____ Length of Observation _____

Instructions:

Answering these questions involves considerable and subjective decision-making. Information completed on this form should be gathered from specific products and behaviors such as observation, portfolios, extra-curricular activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Exceeds," "Meets," "Needs Growth," or "Does Not Meet." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed.

Standard 1: Program Management, Research, and Evaluation

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

1.1. Define needs and priorities. 1.2. Determine objectives. 1.3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program. 1.4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans. 1.5. Evaluate the program to assure its contribution to the school's mission and goals. 1.6. Use information systems and technology.

Standard 2: Developmental Guidance Curriculum

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

2.1. Assess the developmental need of students. 2.2. Address academic expectations and school-to-work initiatives. 2.3. Prepare students for successful transitions. 2.4. Evaluate the results of the curriculum's impact. 2.5. Modify the curriculum as needed to continually meet the needs of students. 2.6. Guide individuals and groups of students through the development of educational and career plans. 2.7. Provide guidance for maximizing personal growth and development. 2.8. Teach the school developmental guidance curriculum. 2.9. Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

3.1. Provide a safe, confidential setting in which students present their needs and concerns. 3.2. Promote wellness. 3.3. Respond to crises. 3.4. Communicate empathy and understanding. 3.5. Utilize a broad range of techniques and accepted theories appropriate to school counseling. 3.6. Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers). 3.7. Intervene in problem/conflict situations and conduct follow-up sessions. 3.8. Respect and nurture the uniqueness of each student. 3.9. Mediate classroom and student conflict. 3.10. Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

4.1. Consult with parents, faculty, staff, administrators, and others to enhance their work with students. 4.2. Interpret relevant information concerning the developmental needs of students. 4.3. Reduce barriers to student learning through direct referred services. 4.4. Facilitate new student integration into the school environment. 4.5. Work with teachers to provide support for students in a crisis situation. 4.6. Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees. 4.7. Facilitate successful communication between and among teachers, parents, teacher and students. 4.8. Work with teachers and administrators relevant to behavior management to promote and support intervention strategies. 4.9. Consult with external community and professional resources.

Standard 5: Coordination

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

5.1.Coordinate with school and community personnel, including school councils, to provide resources for students. 5.2.Use an effective referral process for assisting students and others to use special programs and services. 5.3.Identify community agencies for referral of students. 5.4.Maintain cooperative working relationships with community resources. 5.5.Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)

Standard 6: Assessment

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

6.1.Participate in the planning and evaluation of the district/school testing program.6.2.Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles. 6.3.Collaborate with staff concerning assessment of special needs students. 6.4.Use assessment results and other sources of student data in formulating student career/graduation plans. 6.5.Coordinate student records to ensure the confidentiality of assessment data.6.6.Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standards

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

7.1.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. 7.2.Adhere to federal/state laws and regulations related to education and child protection. 7.3.Be responsible for the on-going professional development. 7.4.Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action. 7.5.Be knowledgeable of the position statements of the American School Counselor Association. 7.6.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

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

8.1.Build positive relationships within and between school and community. 8.2.Promote leadership potential in colleagues. 8.3.Participate in professional organizations and activities. 8.4.Write and speak effectively. 8.5.Guides the development of curriculum and instructional materials. 8.6.Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities. 8.7.Initiates and develops educational projects and programs. 8.8.Practice effective listening, conflict resolution, and group-facilitation skills as a team member. 8.9.Present program in a manner that reflects sensitivity to a multicultural and global perspective. 8.10.Write for publication, present at conferences and provide professional development. 8.11.Work with colleagues to administer an effective learning climate within the school. 8.12.Demonstrates punctuality and good attendance for all duties. 8.13.Adheres to school work policies and administrative procedures.

Standard 9: Engages in Professional Development

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

9.1.Establish priorities for professional growth. 9.2.Analyze student performance to help identify professional development needs. 9.3.Solicit input from others in the creation of individual professional development plans. 9.4.Implement knowledge and skills acquired through on-going professional development. 9.5.Modify own professional development plan to improve performance and to promote student learning.

Comments Evaluator:

Comments Evaluatee:

Evaluator _____ Evaluatee _____ Date of Review _____
Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has seen this form and been involved in its review.

I have had the opportunity to review the formative evaluation documentation and to provide input. I concur with the evaluator's assessment:

Primary Evaluator

School Year Initiated

PROGRAM/SUBJECT/GRADE

Area for Growth (from Consolidated Plan/PD plan/Guidance Counselor standards)	Present stage of development	Growth Objective/Goal(s) (describe desired outcomes)	Procedure/activities for achieving goals and objectives	Target Date(s) for Completion	Stipend/Travel Requested
Administrator Standards: Vision School Culture and Learning Management Collaboration Integrity, Fairness, Ethics Political, Economic, Legal	Awareness Preparation Implementation Refinement			a. August 6th b. ongoing.	
Consolidated Plan: Academic Performance Learning Environment Efficiency Other:	Documentation: Reflect Product Demonstration Observation				
Professional Development: See Reverse Side					

This individual professional growth plan is aligned with the School Consolidated Plan Goals(s):

Individual Growth Plan Developed: 		Midterm Progress Check: Comments:	
Employee's Signature	_____	_____	_____
	Date		Date
Supervisor's Signature	_____	_____	_____
	Date		Date
Annual Review:			
Achieved	Revised	Continued	
Employee's Signature	_____	_____	_____
	Date		Date
Supervisor's Signature	_____	_____	_____
	Date		Date

PROFESSIONAL GROWTH RECORD

20__ TO 20__

This is a record of personal involvement in professional development activities maintained for each employee. All activities which contribute to professional growth are listed, such as: small group seminars; professional organizations (membership and offices held); readings (non-fiction, fiction); publications; etc. This record is placed in the employee's Personnel File in the Central Office and needs to be as complete as possible.

ACTIVITY TITLE	Sponsor/Institution/Group	ROLE	DATE/SEASON/MONTH/LOCATION

REVIEWED BY:

Employee _____ Date _____ Immediate Supervisor _____ Date _____

Director of Instruction _____ Date _____ Superintendent _____ Date _____

Tenured ☐
Non-Tenured ☐

SUMMATIVE EVALUATION FOR GUIDANCE COUNSELOR

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Guidance Counselor Standards:	Ratings:			Comments
	Exceeds	Meets	*Does Not Meet	
1. Program Management, Research, and Evaluation	☐	☐	☐	☐
2. Developmental Guidance Curriculum	☐	☐	☐	☐
3. Individual/Small Group Counseling	☐	☐	☐	☐
4. Consultation/Collaboration	☐	☐	☐	☐
5. Coordination	☐	☐	☐	☐
6. Assessment	☐	☐	☐	☐
7. Adheres to Professional Standards	☐	☐	☐	☐
8. Demonstrates Professional Leadership	☐	☐	☐	☐
9. Engages in Professional Development	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation" in conference with the evaluator.

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Opportunities for appeal process at both the local and state levels are a part of _____ district evaluation.

Employment Recommendation to Central Office:

☐ Meets guidance counselor standards for re-employment

☐ Does not meet guidance counselor standards for re-employment

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

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

1. Program Management, Research, and Evaluation

2. Developmental Guidance Curriculum

3. Individual/Small Group Counseling

4. Consultation/Collaboration

5. Coordination

6. Assessment

7. Adheres to Professional Standards

8. Demonstrates Professional Leadership

9. Engages in Professional Development

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PSYCHOLOGIST**

Evaluatee/Observee _____ Content Area _____ Grade _____

Evaluator/Observer _____ Position _____

Date of Conference (analysis) _____ School _____

STANDARDS PERFORMANCE CRITERIA

Standard 1: Creates a Climate Conducive to Counseling	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
1.1. Displays non-judgmental and accepting attitudes.	☐	☐	☐	☐	
1.2. Shows respect for others through active listening.	☐	☐	☐	☐	
1.3. Maintains the confidentiality of student interviews.	☐	☐	☐	☐	
1.4. Provides opportunities for students to explore problems and weigh alternatives in decision-making.	☐	☐	☐	☐	
1.5. Encourages students to set goals and assume responsibility for meeting them.	☐	☐	☐	☐	
Standard 2: Employs a Variety of Effective Counseling Procedures	☐	☐	☐	☐	
2.1. Counsels with students individually.	☐	☐	☐	☐	
2.2. Counsels with students in small groups.	☐	☐	☐	☐	
2.3. Conducts class/large group session on appropriate topics.	☐	☐	☐	☐	
2.4. Consults with parents and staff on effective intervention strategies.	☐	☐	☐	☐	
2.5. Provides professional development for interested staff and parents.	☐	☐	☐	☐	
2.6. Provides crisis counseling to individuals or to small/large groups as needed.	☐	☐	☐	☐	
Standard 3: Participates in Professional Growth Activities	☐	☐	☐	☐	
3.1. Demonstrates commitment by participation in professional activities (workshops, conferences, coursework, professional organizations, etc.)	☐	☐	☐	☐	
3.2. Takes advantages of opportunities to learn from colleagues, students, parents and community.	☐	☐	☐	☐	
3.3. Keeps abreast of developments in this profession	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PSYCHOLOGIST
STANDARDS PERFORMANCE CRITERIA**

Standard 4: Follows the Policies and Procedures of the School District	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
4.1.Strives to Stay informed about policies and regulations applicable to this problem.	☐	☐	☐	☐	
4.2.Selects appropriate channels for resolving concerns and problems.	☐	☐	☐	☐	
Standard 5: Demonstrates a Sense of Professional Responsibility	☐	☐	☐	☐	
5.1.Completes duties promptly and accurately.	☐	☐	☐	☐	
5.2.Is punctual.	☐	☐	☐	☐	
5.3.Provides accurate data to the school and district as requested.	☐	☐	☐	☐	
5.4.Maintains confidentiality of records and information related to individual cases.	☐	☐	☐	☐	
5.5.Carries out duties in accordance with established job description.	☐	☐	☐	☐	
5.6.Maintains accurate case records on all referred students.	☐	☐	☐	☐	
5.7.Demonstrates a professional image throughout the district.	☐	☐	☐	☐	
5.8.Completes timely reports which are well written and easily understood by parents and school personnel.	☐	☐	☐	☐	
5.9.Adheres to professional codes of ethics adopted by the KY Educational Standards Board.	☐	☐	☐	☐	
Standard 6: Demonstrates the Ability to Communicate Effectively	☐	☐	☐	☐	
6.1.Utilizes appropriate correct oral and written communication.	☐	☐	☐	☐	
6.2.Presents ideas logically.	☐	☐	☐	☐	
6.3.Gives directions, or information in a clear, concise and reasonable manner.	☐	☐	☐	☐	
6.4.Uses a variety of verbal and nonverbal techniques.	☐	☐	☐	☐	
6.5.Elicits and responds to questions.	☐	☐	☐	☐	
6.6.Summarizes effectively.	☐	☐	☐	☐	
6.7.Uses active listening skills.	☐	☐	☐	☐	
Standard 7: Utilizes Time Effectively	☐	☐	☐	☐	
7.1.Allots a realistic amount of time for specified activities.	☐	☐	☐	☐	
7.2.Is available to students at appointed times barring emergencies.	☐	☐	☐	☐	
7.3.Begins activities on time.	☐	☐	☐	☐	
7.4.Uses time effectively for each designated activity.	☐	☐	☐	☐	
7.5.Responds to crises throughout the district when assistance is needed.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PSYCHOLOGIST
STANDARDS PERFORMANCE CRITERIA**

Standard 8: Implements Programs Effectively	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
8.1 Provides helpful information to teachers, counselors, and administrators for educational planning.	☐	☐	☐	☐	
8.2 Provides up-to-date information regarding issues based on sound research findings.	☐	☐	☐	☐	
8.3 Provides assistance in identifying useful resources.	☐	☐	☐	☐	
Standard 9: Provides Effective Assessment Services	☐	☐	☐	☐	
9.1 Explains and discusses purposes of assessment, procedural safeguards, due process rules and regulations, and other information for parents, students, staff and administrators.	☐	☐	☐	☐	
9.2 Follows special education policies, procedures, and timelines for psychological evaluations.	☐	☐	☐	☐	
9.3 Demonstrates appropriate and effective use of technology.	☐	☐	☐	☐	
Standard 10: Uses Professional Growth Activities to Improve the school district's Psychology program.	☐	☐	☐	☐	
10.1. Identifies professional growth activities which will improve the school district's psychology program.	☐	☐	☐	☐	
10.2. Develops Professional Growth Plan.	☐	☐	☐	☐	
10.3. Develops a plan which is congruent with the school and district mission and goals.	☐	☐	☐	☐	
10.4. Revises Professional Growth Plan as goals change.	☐	☐	☐	☐	

GALLATIN COUNTY PUBLIC SCHOOLS
FORMATIVE PERFORMANCE OBSERVATION-PSYCHOLOGIST

Evaluatee _____ Position _____

Evaluator _____ Date _____ Length of Observation _____

INSTRUCTIONS:

Answering these questions involves considerable and subjective decision-making. Information completed on this form should be gathered from specific products and behaviors such as observation, portfolios, extra-curricular activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Exceeds," "Meets," "Needs Growth," or "Does Not Meet Standard." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed.

Standard 1: Creates a Climate Conducive to Counseling

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

1.1 Displays non-judgmental and accepting attitudes. 1.2. Shows respect for others through active listening. 1.3. Maintains the confidentiality of student interviews. 1.4. Provides opportunities for students to explore problems and weigh alternatives in decision-making. 1.5. Encourages students to set goals and assume responsibility for meeting them.

Standard 2: Employs a Variety of Effective Counseling Procedures

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

2.1. Counsels with students individually. 2.2. Counsels with students in small groups. 2.3. Conducts class/large group session on appropriate topics. 2.4. Consults with parents and staff on effective intervention strategies. 2.5. Provides professional development for interested staff and parents. 2.6. Provides crisis counseling to individuals or to small/large groups as needed.

Standard 3: Participates in Professional Growth Activities

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

3.1.Demonstrates commitment by participation in professional activities (workshops, conferences, coursework, professional organizations, etc.) 3.2.Takes advantages of opportunities to learn from colleagues, students, parents and community. 3.3.Keeps abreast of developments in this profession.

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

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

4.1.Strives to Stay informed about policies and regulations applicable to this problem. 4.2.Selects appropriate channels for resolving concerns and problems.

Standard 5: Demonstrates a Sense of Professional Responsibility

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

5.1.Completes duties promptly and accurately. 5.2.Is punctual. 5.3.Provides accurate data to the school and district as requested. 5.4.Maintains confidentiality of records and information related to individual cases. 5.5.Carries out duties in accordance with established job description. 5.6.Maintains accurate case records on all referred students. 5.7.Demonstrates a professional image throughout the district. 5.8.Completes timely reports which are well written and easily understood by parents and school personnel. 5.9.Adheres to professional codes of ethics adopted by the KY Educational Standards Board.

Standard 6: Demonstrates the Ability to Communicate Effectively

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

6.1.Utilizes appropriate correct oral and written communication. 6.2.Presents ideas logically. 6.3.Gives directions, or information in a clear, concise and reasonable manner. 6.4.Uses a variety of verbal and nonverbal techniques. 6.5.Elicits and responds to questions. 6.6.Summarizes effectively. 6.7.Uses active listening skills.

Standard 7: Utilizes Time Effectively

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

7.1.Allots a realistic amount of time for specified activities. 7.2.Is available to students at appointed times barring emergencies. 7.3.Begins activities on time. 7.4.Uses time effectively for each designated activity. 7.5.Responds to crises throughout the district when assistance is needed.

Standard 8: Implements Programs Effectively

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

8.1.Provides helpful information to teachers, counselors, and administrators for educational planning. 8.2.Provides up-to-date information regarding issues based on sound research findings. 8.3 Provides assistance in identifying useful resources

Standard 9: Provides Effective Assessment Services

- ☐ Exceeds Standard
☐ Meets Standard
☐ Needs Growth
☐ Does Not Meet Standard

Evidence:

9.1.Explains and discusses purposes of assessment, procedural safeguards, due process rules and regulations, and other information for parents, students, staff and administrators. 9.2 Follows special education policies, procedures, and timelines for psychological evaluations. 9.3 Demonstrates appropriate and effective use of technology.

Standard 10: Uses Professional Growth Activities to Improve the School District's Psychology Program

- ☐ Exceeds Standard
☐ Meets Standard
☐ Needs Growth
☐ Does Not Meet Standard

Evidence:

10.1.Identifies professional growth activities which will improve the school district's psychology program. 10.2.Develops Professional Growth Plan. 10.3.Develops a plan which is congruent with the school and district mission and goals. 10.4.Revises Professional Growth Plan as goals change.

Comments Evaluator:

Comments Evaluatee:

Evaluator _____ Evaluatee _____ Date of Review _____
Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has seen this form and been involved in its review.

I have had the opportunity to review the formative evaluation documentation and to provide input. I concur with the evaluator's assessment:

Primary Evaluator

GALLATIN COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN-Psychologist
STATE REQUIRED 21 HOURS (EILA)

School Year Initiated _____

DATE _____ NAME _____ WORK SITE _____ PROGRAM/SUBJECT/GRADE _____

Area for Growth (from Consolidated Plan/PD plan/Teacher standards)	Present stage of development	Growth Objective/Goal(s) (describe desired outcomes)	Procedure/activities for achieving goals and objectives	Target Date(s) for Completion	Stipend/Travel Requested
Teacher Standards: Professional Leadership Knowledge of Content Designs/Plans Instruction Creates/Maintains Learning Climate Implements/Manages Instruction Assesses/Communicates Learning Results Collaborates with Colleagues/Parents/Others Engages in Professional Development Implementation of Technology Consolidated Plan: Academic Performance Learning Environment Efficiency Other: _____ Professional Development: See Reverse Side	Awareness Preparation Implementation Refinement Documentation: Reflect Product Demonstration Observation				

This individual professional growth plan is aligned with the School Consolidated Plan Goals(s):

Individual Growth Plan Developed: Employee's Signature _____ Date _____ Supervisor's Signature _____ Date _____ Annual Review: Achieved Revised Continued		Midterm Progress Check: Comments: Employee's Signature _____ Date _____ Supervisor's Signature _____ Date _____
--	--	--

PROFESSIONAL GROWTH RECORD

20____ TO 20____

This is a record of personal involvement in professional development activities maintained for each employee. All activities which contribute to professional growth are listed, such as: small group seminars; professional organizations (memberships and offices held); readings (non-fiction, fiction); publications; etc. This record is placed in the employee's Personnel File in the Central Office and needs to be as complete as possible.

ACTIVITY TITLE	Sponsor/Institution/Group	ROLE	DATE/SEASON/MONTH/LOCATION

REVIEWED BY:

Employee _____ Date _____ Immediate Supervisor _____ Date _____

Director of Instruction _____ Date _____ Superintendent _____ Date _____

Tenured ☐
Non-Tenured ☐

SUMMATIVE EVALUATION FOR PSYCHOLOGIST

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

Evaluatee _____ Grade/Content Area _____ Evaluator _____

Position _____ School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Psychologist Standards:	Ratings:			Comments
	Exceeds	Meet	*Does Not Meet	
1. Creates a Climate Conducive to Counseling	☐	☐	☐	☐
2. Employs a Variety of Effective Counseling Procedures	☐	☐	☐	☐
3. Participates in Professional Growth Activities	☐	☐	☐	☐
4. Follows the Policies and Procedures of the School District	☐	☐	☐	☐
5. Demonstrates a Sense of Professional Responsibility	☐	☐	☐	☐
6. Demonstrates the Ability to Communicate Effectively	☐	☐	☐	☐
7. Utilizes Time Effectively	☐	☐	☐	☐
8. Implements Programs Effectively	☐	☐	☐	☐
9. Provides Effective Assessment Services	☐	☐	☐	☐
10. Uses Professional Growth Activities to Improve Psychology Program	☐	☐	☐	☐
Overall Rating				
	☐	☐	☐	☐

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation" in conference with the evaluator.

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Opportunities for appeal process at both the local and state levels are a part of _____ district evaluation.

Employment Recommendation to Central Office:

☐ Meets psychologist standards for re-employment

☐ Does not meet psychologist standards for re-employment

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

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

1. Creates a Climate Conducive to Counseling

2. Employs a Variety of Effective Counseling Procedures

3. Participates in Professional Growth Activities

4. Follows the Policies and Procedures of the School District

5. Demonstrates a Sense of Professional Responsibility

6. Demonstrates the Ability to Communicate Effectively

7. Utilizes Time Effectively

8. Implements Programs Effectively

9. Provides Effective Assessment Services

10. Uses Professional Growth Activities to Improve Psychology Program

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PRESCHOOL**

Evaluatee/Observee

Content Area

Grade

Evaluator/Observer

Position

Date of Conference (analyses)

School

STANDARDS PERFORMANCE CRITERIA

STANDARD 1: Designs/Organizes Instruction	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
A.Designs developmentally/individually appropriate activity-based learning experiences.	☐	☐	☐	☐	
B.Makes provisions for special needs.	☐	☐	☐	☐	
C.Plans for safe, healthy environments and activities.	☐	☐	☐	☐	
D.Bases curriculum and instruction on developmental needs and Kentucky's learning goals.	☐	☐	☐	☐	
E.Facilitates positive guidance/self-regulation of the child.	☐	☐	☐	☐	
F.Links learning with cultural, social and family diversity.	☐	☐	☐	☐	
G.Incorporates multiple disciplines and service plans.	☐	☐	☐	☐	
H.Incorporates family resources, priorities and concerns.	☐	☐	☐	☐	
I.Relates current learning to transition plans.	☐	☐	☐	☐	
J.Uses technology to enhance learning and participation.	☐	☐	☐	☐	
K.Selects developmentally and individually appropriate strategies and resources.	☐	☐	☐	☐	
L.Provides a stimulus-rich indoor/outdoor environment.	☐	☐	☐	☐	
M.Identifies resources to accomplish management task.	☐	☐	☐	☐	
N.Demonstrates knowledge of child development theory/research.	☐	☐	☐	☐	
STANDARD 2: Creates/Maintains Learning Climates					
A.Facilitates active involvement in a variety of structured and unstructured learning activities.	☐	☐	☐	☐	
B.Facilitates acquisition/integration of skills/concepts.	☐	☐	☐	☐	
C.Provides guidance/learning cues/positive feedback on progress.	☐	☐	☐	☐	
D.Provides a stimulus-rich indoor /outdoor environment.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PRESCHOOL
STANDARDS PERFORMANCE CRITERIA**

STANDARD 2: Creates/Maintains Learning Climates	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
E.Uses technology/materials/media to enhance learning/control of the environment.	☐	☐	☐	☐	
F.Manages antecedent/consequent conditions to foster self-management.	☐	☐	☐	☐	
G.Uses cooperative learning to encourage interpersonal skills.	☐	☐	☐	☐	
H.Adapts environment to address special needs.	☐	☐	☐	☐	
I.Facilitates positive interaction between children and adults.	☐	☐	☐	☐	
J.Uses physical/social/temporal environment to engage children and maximize learning.	☐	☐	☐	☐	
K.Recognizes diversity as a strength in children and families.	☐	☐	☐	☐	
L.Operates within legal and ethical guidelines.	☐	☐	☐	☐	
M.Evaluates and provides feedback on performance.	☐	☐	☐	☐	
STANDARD 3: Implements/Manages Instruction					
A.Facilitates active involvement in a variety of structured and unstructured learning activities.	☐	☐	☐	☐	
B.Incorporates multiple disciplines and service plans.	☐	☐	☐	☐	
C.Facilitates acquisition/integration of skills/ concepts.	☐	☐	☐	☐	
D.Implements child oriented strategies to meet individual needs.	☐	☐	☐	☐	
E.Incorporates family-centered activities.	☐	☐	☐	☐	
F.Links learning to the child's experiences/knowledge in a culturally sensitive manner.	☐	☐	☐	☐	
G.Provides guidance/learning cues/positive feedback on progress.	☐	☐	☐	☐	
H.Uses pedagogically sound/legally defensible instructional practices.	☐	☐	☐	☐	
I.Uses adaptations/positioning/handling strategies to involve children in multi-ability groups.	☐	☐	☐	☐	
J.Uses technology/materials/media to enhance learning and control of the environment	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PRESCHOOL
STANDARDS PERFORMANCE CRITERIA**

STANDARD 3: Implements/Manages Instruction	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
K.Manages antecedent and consequent condition to foster self management behaviors	☐	☐	☐	☐	
L.Facilitates positive interactions between children and adults.	☐	☐	☐	☐	
M.Uses physical, social and temporal environment to engage children and maximize learning.	☐	☐	☐	☐	
N.Identifies options/resources for transition to next class/program.	☐	☐	☐	☐	
O.Identifies the goal of the management task.	☐	☐	☐	☐	
P.Uses problem-solving and participatory group processes to address management problems.	☐	☐	☐	☐	
Q.Establishes appropriate timeliness for completing management tasks.	☐	☐	☐	☐	
R.Demonstrates knowledge of recommended practices and research in instructional strategies and management.	☐	☐	☐	☐	
Standard 4: Assesses & Communicates Learning Results					
A.Uses multiple assessment modes and methods with adaptations for children with special needs.	☐	☐	☐	☐	
B.Uses assessment tools/procedures according to standards.	☐	☐	☐	☐	
C.Actively involves families in the assessment process.	☐	☐	☐	☐	
D.Collects data systematically and records progress.	☐	☐	☐	☐	
E.Organizes assessment data and communicates results to families and other team members in every day language.	☐	☐	☐	☐	
F.Identifies options and resources for transition to next class/program.	☐	☐	☐	☐	
G.Evaluates development/learning in a culturally sensitive manner.	☐	☐	☐	☐	
H.Applies state/national guidelines/mandates in child evaluation.	☐	☐	☐	☐	
I.Demonstrates knowledge of recommended practices and research in the assessment process.	☐	☐	☐	☐	
STANDARD 5: Reflects/Evaluates Teaching/Learning					
A.Articulates and assesses the learning situation with respect to key elements.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PRESCHOOL
STANDARDS PERFORMANCE CRITERIA**

STANDARD 5: Reflects/Evaluates Teaching/Learning	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
B.Applies professional guidelines/mandates in program evaluation.	☐	☐	☐	☐	
C.Evaluates impact of the program on child learning/development.	☐	☐	☐	☐	
D.Identifies professional development needs of assistants, staff and volunteers.	☐	☐	☐	☐	
E.Critically reviews and applies research and recommended practices in the program.	☐	☐	☐	☐	
F.Involves families, other team members, community patron and advisory boards in evaluation of programs.	☐	☐	☐	☐	
G.Proposes changes to improve learning and development.	☐	☐	☐	☐	
H.Demonstrates knowledge of recommended practices and research in program evaluation.	☐	☐	☐	☐	
I.Demonstrates knowledge of recommended practices and research in the assessment process.	☐	☐	☐	☐	
STANDARD 6: Collaborates with Colleagues/Parents/Others					
A.Uses effective team membership and interpersonal skills to support collaboration.	☐	☐	☐	☐	
B.Involves parents as partners on the team.	☐	☐	☐	☐	
C.Involves appropriate persons and agencies to address the situation, problem, or task.	☐	☐	☐	☐	
D.Follows through on input from other members of the team.	☐	☐	☐	☐	
E.Encourages contributions from a variety of sources and backgrounds.	☐	☐	☐	☐	
F.Collaborates with families/personnel to support child transition.	☐	☐	☐	☐	
G.Makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member.	☐	☐	☐	☐	
H.Writes IEPs/IFSPs/transition plans with the team.	☐	☐	☐	☐	
I.Articulates children's goals to assistants, staff and volunteers.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PRESCHOOL**

STANDARDS PERFORMANCE CRITERIA

STANDARD 6: Collaborates with Colleagues/Parents/Others	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
J. Uses adult learning principles in training and supervision of assistants, staff and volunteers.	☐	☐	☐	☐	
K. Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner.	☐	☐	☐	☐	
L. Identifies professional development needs of assistants, staff and volunteer.	☐	☐	☐	☐	
M. Evaluates and provides feedback on performance.	☐	☐	☐	☐	
N. Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation.	☐	☐	☐	☐	
STANDARD 7: Engages in Professional Development					
A. Assess own performance and identifies areas for growth.	☐	☐	☐	☐	
B. Articulates a professional development plan.	☐	☐	☐	☐	
C. Shows documented evidence of growth and performance.	☐	☐	☐	☐	
D. Demonstrates professional growth through participation in professional organizations.	☐	☐	☐	☐	
E. Critically reviews and applies research and recommended practices in the program.	☐	☐	☐	☐	
F. Expands personal knowledge of child development, interdisciplinary practice and family centered service.	☐	☐	☐	☐	
G. Demonstrates punctuality and good attendance for all duties.	☐	☐	☐	☐	
H. Adheres to school board policies and administrative procedures.	☐	☐	☐	☐	
STANDARD 8: Supports Families					
A. Assists families in articulating priorities, concerns and resources.	☐	☐	☐	☐	
B. Demonstrates sensitivity to family differences.	☐	☐	☐	☐	
C. Implements family-centered services which support child development.	☐	☐	☐	☐	
D. Informs families of legal rights and program procedures.	☐	☐	☐	☐	
E. Implements a continuum of family-oriented services.	☐	☐	☐	☐	
E. Implements a continuum of family-oriented services.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR PRESCHOOL
STANDARDS PERFORMANCE CRITERIA**

STANDARD 8: Supports Families					
F. Applies adult learning principles to parent education activities.	☐	☐	☐	☐	
G. Uses varied two-way communication strategies.	☐	☐	☐	☐	
H. Demonstrates knowledge of recommended practice and research in family systems theory and family centered services.	☐	☐	☐	☐	

Evaluatee Name: _____ School Year: _____

GALLATIN COUNTY PUBLIC SCHOOLS
FORMATIVE PERFORMANCE OBSERVATION-PRESCHOOL

Evaluatee _____ Position _____

Evaluator _____ Date _____ Length of Observation _____

INSTRUCTIONS:

Answering these questions involves considerable subjective decision-making. Information completed on this form should be gathered from specific products and behaviors such as observations, portfolios, extra-curricular activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Exceeds," "Meets," "Needs Growth," or "Does Not Meet." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed.

STANDARD 1: Designs/Organizes Instruction

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

A.Designs developmentally/individually appropriate activity-based learning experiences. B.Makes provisions for special needs. C.Plans for safe, healthy environments and activities. D.Bases curriculum and instruction on developmental needs and Kentucky's learning goals. E.Facilitates positive guidance/self-regulation of the child. F.Links learning with cultural, social and family diversity. G.Incorporates multiple disciplines and service plans. H.Incorporates family resources, priorities and concerns. I.Relates current learning to transition plans. J.Uses technology to enhance learning and participation. K.Selects developmentally and individually appropriate strategies and resources. L.Provides a stimulus-rich indoor/outdoor environment. M.Identifies resources to accomplish management task. N.Demonstrates knowledge of child development theory/research. O.Adheres to the state professional Code of Ethics.

STANDARD 2: Creates/Maintains Learning Climates

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

A.Facilitates active involvement in a variety of structured and unstructured learning activities. B.Facilitates acquisition/integration of skills/concepts. C.Provides guidance/learning cues/positive feedback on progress. D.Provides a stimulus-rich indoor /outdoor environment. E.Uses technology/materials/media to enhance learning/control of the environment. F.Manages antecedent/consequent conditions to foster self-management. G.Uses cooperative learning to encourage interpersonal skills. H.Adapts environment to address special needs. I.Facilitates positive interaction between children and adults. J.Uses physical/social/temporal environment to engage children and maximize learning. K.Recognizes diversity as a strength in children and families. L.Operates within legal and ethical guidelines. M.Demonstrates knowledge of recommended practices and research in physical/social learning environments.

STANDARD 3: Implements/Manages Instruction

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A.Facilitates active involvement in a variety of structured and unstructured learning activities. B.Incorporates multiple disciplines and service plans. C.Facilitates acquisition/integration of skills/ concepts. D.Implements child oriented strategies to meet individual needs. E.Incorporates family-centered activities. F.Links learning to the child's experiences/knowledge in a culturally sensitive manner. G.Provides guidance/learning cues/positive feedback on progress. H.Uses pedagogically sound/legally defensible instructional practices. I.Uses adaptations/positioning/handling strategies to involve children in multi-ability groups. J.Uses technology/materials/media to enhance learning and control of the environment K.Manages antecedent and consequent condition to foster self-management behaviors. L.Facilitates positive interactions between children and adults. M.Uses physical, social and temporal environment to engage children and maximize learning. N.Identifies options/resources for transition to next class/program. O.Identifies the goal of the management task. P.Uses problem-solving and participatory group processes to address management problems. Q.Establishes appropriate timeliness for completing management tasks. R.Demonstrates knowledge of recommended practices and research in instructional strategies and management.

STANDARD 4: Assesses & Communicates Learning Results

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A.Uses multiple assessment modes and methods with adaptations for children with special needs. B.Uses assessment tools/procedures according to standards. C.Actively involves families in the assessment process. D.Collects data systematically and records progress. E.Organizes assessment data and communicates results to families and other team members in every day language. F.Identifies options and resources for transition to next class/program. G.Evaluates development/learning in a culturally sensitive manner. H.Applies state/national guidelines/mandates in child evaluation. I.Demonstrates knowledge of recommended practices and research in the assessment process.

STANDARD 5: Reflects/Evaluates Teaching/Learning

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A.Articulates and assesses the learning situation with respect to key elements. B.Applies professional guidelines/mandates in program evaluation. C.Evaluates impact of the program on child learning/development. D.Identifies professional development needs of assistants, staff and volunteers. E.Critically reviews and applies research and recommended practices in the program. F.Involves families, other team members, community patron and advisory boards in evaluation of programs. G.Proposes changes to improve learning and development. H.Demonstrates knowledge of recommended practices and research in program evaluation. I.Demonstrates knowledge of recommended practices and research in the assessment process.

STANDARD 6: Collaborates with Colleagues/Parents/Others

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A.Uses effective team membership and interpersonal skills to support collaboration. B.Involves parents as partners on the team. C.Involves appropriate persons and agencies to address the situation, problem, or task. D.Follows through on input from other members of the team. E.Encourages contributions from a variety of sources and backgrounds. F.Collaborates with families/personnel to support child transition. G.Makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member. H.Writes IEPs/IFSPs/transition plans with the team. I.Articulates children's goals to assistants, staff and volunteers. J.Uses adult learning principles in training and supervision of assistants, staff and volunteers. K.Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner. L.Identifies professional development needs of assistants, staff and volunteer. M.Evaluates and provides feedback on performance. N.Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation.

STANDARD 7: Engages in Professional Development

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A.Assess own performance and identifies areas for growth. B.Articulates a professional development plan. C.Shows documented evidence of growth and performance. D.Demonstrates professional growth through participation in professional organizations. E.Critically reviews and applies research and recommended practices in the program. F.Expands personal knowledge of child development, interdisciplinary practice and family centered service. G.Demonstrates punctuality and good attendance for all duties. H.Adheres to school board policies and administrative procedures.

STANDARD 8: Supports Families

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A.Assists families in articulating priorities, concerns and resources. B.Demonstrates sensitivity to family differences. C.Implements family-centered services which support child development. D.Informs families of legal rights and program procedures. E.Implements a continuum of family-oriented services. F.Applies adult learning principles to parent education activities. G.Uses varied two-way communication strategies. H.Demonstrates knowledge of recommended practice and research in family systems theory and family centered services.

Comments Evaluator:

Comments Evaluatee:

Evaluator _____ Evaluatee _____ Date of Review _____
Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has
seen this form and been involved in its review.

I have had the opportunity to review the formative evaluation documentation and to
provide input. I concur with the evaluator's assessment:

Primary Evaluator

GALLATIN COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN-Pre-School
STATE REQUIRED 24 HOURS

School Year Initiated _____

DATE _____ NAME _____ WORK SITE _____	PROGRAM/SUBJECT/GRADE _____				Stipend/Travel Requested
Area for Growth (from Consolidated Plan/PD plan/Teacher standards) Teacher Standards: Professional Leadership Knowledge of Content Designs/Plans Instruction Creates/Maintains Learning Climate Implements/Manages Instruction Assesses/Communicates Learning Results Collaborates with Colleagues/Parents/Others Engages in Professional Development Implementation of Technology Consolidated Plan: Academic Performance Learning Environment Efficiency Other: _____ Professional Development: See Reverse Side	Present stage of development Awareness Preparation Implementation Refinement Documentation: Reflect Product Demonstration Observation	Growth Objective/Goal(s) (describe desired outcomes)	Procedure/activities for achieving goals and objectives	Target Date(s) for Completion	

This individual professional growth plan is aligned with the School Consolidated Plan Goals(s):

Individual Growth Plan Developed:		Midterm Progress Check:	
Employee's Signature _____	Date _____	Comments: Employee's Signature _____ Date _____ Supervisor's Signature _____ Date _____	
Supervisor's Signature _____	Date _____		
Annual Review: Achieved Revised Continued			
Employee's Signature _____		Supervisor's Signature _____	
Date _____		Date _____	

PROFESSIONAL GROWTH RECORD
20__ TO 20__

This is a record of personal involvement in professional development activities maintained for each employee. All activities which contribute to professional growth are listed, such as: small group seminars; professional organizations (membership and offices held); readings (non-fiction, fiction); publications; etc. This record is placed in the employee's Personnel File in the Central Office and needs to be as complete as possible.

ACTIVITY TITLE	Sponsor/Institution/Group	ROLE	DATE/SEASON/MONTH/LOCATION

REVIEWED BY:

Employee	_____	Date	_____	Immediate Supervisor	_____	Date	_____
Director of Instruction	_____	Date	_____	Superintendent	_____	Date	_____

Tenured ☐
Non-Tenured ☐

SUMMATIVE EVALUATION FOR PRESCHOOL

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

<u>Preschool Standards:</u>	<u>Ratings:</u>			<u>Comments</u>
	<u>Exceeds</u>	<u>Meets</u>	<u>*Does Not Meet</u>	
1. Designs/Organizes Instruction	☐	☐	☐	☐
2. Creates/Maintains Learning Climates	☐	☐	☐	☐
3. Implements/Manages Instruction	☐	☐	☐	☐
4. Assesses & Communicates Learning Results	☐	☐	☐	☐
5. Reflects/Evaluates Teaching/Learning	☐	☐	☐	☐
6. Collaborates with Colleagues/Parents/Others	☐	☐	☐	☐
7. Engages in Professional Development	☐	☐	☐	☐
8. Supports Families	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation" in conference with the evaluator.

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Opportunities for appeal process at both the local and state levels are a part of _____ district evaluation.

Employment Recommendation to Central Office:

- ☐ Meets preschool standards for re-employment
- ☐ Does not meet preschool standards for re-employment

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

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

1. Designs/Organizes Instruction

2. Creates/Maintains Learning Climates

3. Implements/Manages Instruction

4. Assesses & Communicates Learning Results

5. Reflects/Evaluates Teaching/Learning

6. Collaborates with Colleagues/Parents/Others

7. Engages in Professional Development

8. Supports Families

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
SPECIAL PROGRAMS COORDINATOR**

Evaluatee/Observee _____ Position _____

Date of Conference (analyses) _____ School _____

Evaluator/Observer _____

STANDARDS PERFORMANCE CRITERIA

Standard 1: Program Management, Research, and Evaluation	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
1.1. Define needs and priorities.	☐	☐	☐	☐	
1.2. Determine objectives.	☐	☐	☐	☐	
1.3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.	☐	☐	☐	☐	
1.4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.	☐	☐	☐	☐	
1.5. Evaluate the program to assure its contribution to the school's mission and goals.	☐	☐	☐	☐	
1.6. Use information systems and technology.	☐	☐	☐	☐	
1.7. Ensure that district is in fed. And state compliance	☐	☐	☐	☐	
1.8. Implement Tech Prep initiative	☐	☐	☐	☐	
1.9. Submit reports requested by state and federal agencies	☐	☐	☐	☐	
1.10. Prepare self study/evaluation	☐	☐	☐	☐	
1.11. Report to site based council, faculty and school board as requested	☐	☐	☐	☐	
1.12. Monitor all program budgets for compliance	☐	☐	☐	☐	
Standard 2: Student transition	☐	☐	☐	☐	
2.1. Assess the developmental need of students.	☐	☐	☐	☐	
2.2. Address academic expectations and school-to-work initiatives.	☐	☐	☐	☐	
2.3. Prepare students for successful transitions.	☐	☐	☐	☐	
2.4. Guide individuals and groups of students through the development of educational and career plans.	☐	☐	☐	☐	
2.5. Assess students using PLAN and ASVAB tools.	☐	☐	☐	☐	
2.6. Promote use of web sites for career exploration and ACT help.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
SPECIAL PROGRAMS COORDINATOR**

STANDARDS PERFORMANCE CRITERIA

	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
Standard 3: Individual/Small Group Counseling					
3.1. Provide a safe, confidential setting in which students present their needs and concerns.	☐	☐	☐	☐	
3.2. Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).	☐	☐	☐	☐	
3.3. Respect and nurture the uniqueness of each student.	☐	☐	☐	☐	
3.4. Empower students to develop and use their resources.	☐	☐	☐	☐	
Standard 4: Consultation/Collaboration	☐	☐	☐	☐	
4.1. Consult with parents, faculty, staff, administrators, and others to enhance their work with Students.	☐	☐	☐	☐	
4.2. Interpret relevant information concerning the developmental needs of students.	☐	☐	☐	☐	
4.3. Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.	☐	☐	☐	☐	
4.4. Work with business and industry	☐	☐	☐	☐	
4.5. Work with teachers to identify, locate and secure teaching materials	☐	☐	☐	☐	
4.6. Develop articulation agreements with postsecondary institutions	☐	☐	☐	☐	
Standard 5: Coordination	☐	☐	☐	☐	
5.1. Coordinate with school and community personnel, including school councils, to provide resources for students.	☐	☐	☐	☐	
5.2. Maintain cooperative working relationships with community resources.	☐	☐	☐	☐	
5.3. Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)	☐	☐	☐	☐	
5.4. Coordinate TEDS data collection	☐	☐	☐	☐	
5.5. Coordinate the request and distribution of CTE certificates	☐	☐	☐	☐	
5.6. Coordinate and conduct local Tech Prep initiatives	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
SPECIAL PROGRAMS COORDINATOR**

STANDARDS PERFORMANCE CRITERIA

Standard 6: Assessment	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
6.1. Use assessment results and other sources of student data in formulating student career/graduation plans.	☐	☐	☐	☐	
6.2. Coordinate student records to ensure the confidentiality of assessment data	☐	☐	☐	☐	
6.3. Provide orientation sessions for faculty, students, and parents regarding the assessment program.	☐	☐	☐	☐	
6.4. Serve as Skill Standards Assessment coordinator.	☐	☐	☐	☐	
6.5. Ensure that administrators and CTE teachers are aware of the five performance measures.	☐	☐	☐	☐	
6.6. Monitor performance results and coordinate improvement plans as needed.	☐	☐	☐	☐	
Standard 7: Demonstrates Professional Leadership	☐	☐	☐	☐	
7.1. Build positive relationships within and between school and community.	☐	☐	☐	☐	
7.2. Participate in professional organizations and activities.	☐	☐	☐	☐	
7.3. Write and speak effectively.	☐	☐	☐	☐	
7.4. Guides the development of curriculum and instructional materials.	☐	☐	☐	☐	
7.5. Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	☐	☐	☐	☐	
7.6. Initiates and develops educational projects and programs.	☐	☐	☐	☐	
7.7. Present program in a manner that reflects sensitivity to a multicultural and global perspective.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
SPECIAL PROGRAMS COORDINATOR**

STANDARDS PERFORMANCE CRITERIA

Standard 8: Engages in Professional Development	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
8.1. Establish priorities for professional growth.	☐	☐	☐	☐	
8.2. Analyze student performance to help identify professional development needs.	☐	☐	☐	☐	
8.3. Implement knowledge and skills acquired through on-going professional development.	☐	☐	☐	☐	
8.4. Modify own professional development plan to improve performance and to promote student learning.	☐	☐	☐	☐	
8.5 Attend the annual state CTE conference and coordinate professional development opportunities related to Perkins activities	☐	☐	☐	☐	
8.6 Ensure that a local team of teachers attends the national Tech Prep conference.	☐	☐	☐	☐	
8.7 Participate in State wide Tech Prep coordinators meetings and conferences	☐	☐	☐	☐	
8.8 Adheres to the state professional Code of Ethics.	☐	☐	☐	☐	

**GALLATIN COUNTY PUBLIC SCHOOLS
FORMATIVE PERFORMANCE OBSERVATION
SPECIAL PROGRAMS COORDINATOR**

Evaluated _____ Position _____

Evaluator _____ Date _____ Length of Observation _____

Instructions:

Answering these questions involves considerable and subjective decision-making. Information completed on this form should be gathered from specific products and behaviors such as observation, portfolios, extra-curricular activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Exceeds," "Meets," "Needs Growth," or "Does Not Meet." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed.

Standard 1: Program Management, Research, and Evaluation

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

1.1. Define needs and priorities. 1.2. Determine objectives. 1.3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program. 1.4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans. 1.5. Evaluate the program to assure its contribution to the school's mission and goals. 1.6. Use information systems and technology. 1.7. Ensure that the district is in compliance with federal and state CTE requirements. 1.8. Provide overall planning and implementation of the Tech Prep initiative. 1.9. Submit reports/information requested by state and national offices by prescribed timelines. 1.10. Compile information and prepare the state Self-Study/Evaluation and return to state office by the due date. 1.11. Report plans, needs, progress, and activities to the local site based council, school faculty and board of education. 1.12. Monitor all program budgets for compliance with federal, state and local requirements.

Standard 2: Student Transition

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

2.1. Assess the developmental need of students. 2.2. Address academic expectations and school-to-work initiatives. 2.3. Prepare students for successful transitions. 2.4. Guide individuals and groups of students through the development of educational and career plans. 2.5. Assess students through instruments such as the PLAN and ASVAB assessment tests. 2.6. Promote the use of web sites for career exploration and ACT help.

Standard 3: Individual/Small Group Counseling

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

3.1. Provide a safe, confidential setting in which students present their needs and concerns. 3.2. Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers). 3.3. Work with seniors as they complete their senior culminating event. 3.4. Counsel students as they work toward their career passport diploma.

Standard 4: Consultation/Collaboration

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

4.1. Consult with parents, faculty, staff, administrators, and others to enhance their work with students. 4.2. Interpret relevant information concerning the developmental needs of students. 4.3. Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees. 4.4. Work with business and industry to develop Tech Prep components. 4.5. Contact and work with teachers to identify, locate, and secure materials needed in both academic and vocational classes. 4.6. Work with postsecondary institutions to develop and update articulation agreements.

Standard 5: Coordination

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

5.1. Coordinate with school and community personnel, including school councils, to provide resources for students. 5.2. Facilitate successful transition from one level of education to the next, (i.e. secondary to post secondary). 5.3. Coordinate and plan Career and Technical Education (CTE) program. 5.4. Coordinate TEDS data collection. 5.5 Coordinate the request and distribution of CTE certificates. 5.6. Coordinate and conduct local Tech Prep activities.

Standard 6: Assessment

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

6.1. Use assessment results and other sources of student data in formulating student career/graduation plans. 6.2. Coordinate student records to ensure the confidentiality of assessment data. 6.3. Provide orientation sessions for faculty, students, and parents regarding the assessment program. 6.4. Serve as Skill Standards Assessment coordinator. 6.5. Ensure that administrators and CTE teachers are aware of the five Perkins Performance Measures. 6.6. Monitor performance results and coordinate improvement plans as needed.

Standard 7: Demonstrates Professional Leadership

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

7.1. Build positive relationships within and between school and community. 7.2. Participate in professional organizations and activities. 7.3. Write and speak effectively. 7.4. Guides the development of curriculum and instructional materials. 7.5. Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities. 7.6. Initiates and develops educational projects and programs. 7.7. Present program in a manner that reflects sensitivity to a multicultural and global perspective. 7.8. Work with colleagues to administer an effective learning climate within the school. 7.9. Demonstrates punctuality and good attendance for all duties. 8.10. Adheres to school work policies and administrative procedures. 7.11. Serve on District Improvement Planning Committee. 7.12. Coordinate local teacher teams as they produce and implement integration units of study.

Standard 8: Engages in Professional Development

Exceeds Standard

☐

Meets Standard

☐

Needs Growth

☐

Does Not Meet

Evidence

8.1. Establish priorities for professional growth. 8.2. Analyze student performance to help identify professional development needs. 8.3. Implement knowledge and skills acquired through on-going professional development. 8.4. Modify own professional development plan to improve performance and to promote student learning. 8.5 Attend the annual state CTE conference and coordinate professional development opportunities related to Perkins activities. 8.6 Ensure that a local team of teachers attends the national Tech Prep conference annually. 8.7. Participate in statewide Tech Prep coordinators meetings and conferences. 8.8 Adheres to the state professional Code of Ethics.

Comments Evaluator:

Comments Evaluatee:

Evaluator _____ Evaluatee _____ Date of Review _____
Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has seen this form and been involved in its review.

I have had the opportunity to review the formative evaluation documentation and to provide input. I concur with the evaluator's assessment:

Primary Evaluator

GALLATIN COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL SPECIAL PROGRAMS COORDINATOR
STATE REQUIRED 24 HOURS _____ School Year Initiated

DATE _____ NAME _____ WORK SITE _____ PROGRAM/SUBJECT/GRADE _____

Area for Growth (from Consolidated Plan/PD plan/Teacher standards) Teacher Standards: Professional Leadership Knowledge of Content Designs/Plans Instruction Creates/Maintains Learning Climate Implements/Manages Instruction Assesses/Communicates Learning Results Collaborates with Colleagues/Parents/Others Engages in Professional Development Implementation of Technology Consolidated Plan: Academic Performance Learning Environment Efficiency Other: _____ Professional Development: See Reverse Side	Present stage of development Awareness Preparation Implementation Refinement Documentation: Reflect Product Demonstration Observation	Growth Objective/Goal(s) (describe desired outcomes)	Procedure/activities for achieving goals and objectives	Target Date(s) for Completion	Stipend/Travel Requested
--	--	--	--	--------------------------------------	---------------------------------

This individual professional growth plan is aligned with the School Consolidated Plan Goals(s):

Individual Growth Plan Developed: Employee's Signature _____ Date _____ Supervisor's Signature _____ Date _____ Annual Review: Achieved Revised Continued Employee's Signature _____ Date _____ Supervisor's Signature _____ Date _____	Midterm Progress Check: Comments: Employee's Signature _____ Date _____ Supervisor's Signature _____ Date _____
--	---

PROFESSIONAL GROWTH RECORD

20 ____ TO 20 ____

This is a record of personal involvement in professional development activities maintained for each employee. All activities which contribute to professional growth are listed, such as: small group seminars; professional organizations (membership and offices held); readings (non-fiction, fiction); publications; etc. This record is placed in the employee's Personnel File in the Central Office and needs to be as complete as possible.

ACTIVITY TITLE	Sponsor/Institution/Group	ROLE	DATE/SEASON/MONTH/LOCATION

REVIEWED BY:

Employee	Date	Immediate Supervisor	Date
Director of Instruction	Date	Superintendent	Date

Tenured ☐
Non-Tenured ☐

SUMMATIVE EVALUATION SPECIAL PROGRAMS COORDINATOR

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

<u>Coordinator Standards:</u>	<u>Ratings:</u>			<u>Comments</u>
	<u>Exceeds</u>	<u>Meets</u>	<u>*Does Not Meet</u>	
1. Program Management, Research, and Evaluation	☐	☐	☐	☐
2. Student Transition	☐	☐	☐	☐
3. Individual/Small Group Counseling	☐	☐	☐	☐
4. Consultation/Collaboration	☐	☐	☐	☐
5. Coordination	☐	☐	☐	☐
6. Assessment	☐	☐	☐	☐
7. Demonstrates Professional Leadership	☐	☐	☐	☐
8. Engages in Professional Development	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation" in conference with the evaluator.

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Opportunities for appeal process at both the local and state levels are a part of _____ district evaluation.

Employment Recommendation to Central Office:

- ☐ Meets coordinator standards for re-employment
- ☐ Does not meet coordinator standards for re-employment

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

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

1. Program Management, Research, and Evaluation

2. Student Transition

3. Individual/Small Group Counseling

4. Consultation/Collaboration

5. Coordination

6. Assessment

7. Demonstrates Professional Leadership

8. Engages in Professional Development

**GALLATIN COUNTY PUBLIC SCHOOLS
OPTIONAL SELF-ASSESSMENT
FOR INSTRUCTIONAL COACH**

Evaluatee/Observee _____ Content Area _____ Grade _____

Date of Conference (analysis) _____ School _____

STANDARDS PERFORMANCE CRITERIA

STANDARD 1: Models enthusiasm, commitment and intensity	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	
A. The Coach models enthusiasm about the process.	☐	☐	☐	☐	
B. The Coach encourages and supports teachers who have had limited success with implementation..	☐	☐	☐	☐	
C. Encourages and support teachers in their efforts to implement the process.	☐	☐	☐	☐	
D. Adheres to all School board policy and Regulations	☐	☐	☐	☐	
E. Demonstrates Punctuality and good attendance for all duties	☐	☐	☐	☐	
STANDARD 2: Visits Classrooms on a daily Basis.	☐	☐	☐	☐	
A. Observes and problem solves with teachers on how to overcome student learning obstacles.	☐	☐	☐	☐	
B. Facilitates the development and publication of a newsletter.	☐	☐	☐	☐	
C. The coach observes in classrooms 60 minutes daily.	☐	☐	☐	☐	
D. The coach monitors the use Instructional time	☐	☐	☐	☐	
E. The Coach provides demonstration teaching of best practices when necessary as a follow up from Staff development.	☐	☐	☐	☐	
STANDARD 3: Organizes and leads weekly staff development programs, which are needs based and focused on the accomplishment of Benchmarks.	☐	☐	☐	☐	
A. The Coach recognizes and rewards teachers for their efforts and successes.	☐	☐	☐	☐	
B. The Coach has weekly staff development meetings to focus on implementation issues.	☐	☐	☐	☐	
C. The Coach facilitates the accomplishment of the site's goals.	☐	☐	☐	☐	
D. Develops professional development for new teachers to the program.	☐	☐	☐	☐	
STANDARD 4: Organizes the assessment processes used to determine student performance and instructional grouping.	☐	☐	☐	☐	

A. Supplies program with student assessment data on forms supplied.	☐	☐	☐	☐	
B. The coach analyzes gaps between current achievement and targeted performance for total school.	☐	☐	☐	☐	
STANDARD 5: Assists teachers with analysis and instructional use of student formative data.	☐	☐	☐	☐	
A. Demonstrates strategies teachers can be using to improve learning.	☐	☐	☐	☐	
B. The Coach monitors use of academic learning time.	☐	☐	☐	☐	
STANDARD 6: Ensures effective communication with the other members of the Instructional Leadership Team (principal, Asst, Principal, and Consultant).	☐	☐	☐	☐	
A. The Coach meets with principal twice monthly as member of the Leadership team.	☐	☐	☐	☐	
B. The Coach develops an observation calendar with building principal (s).	☐	☐	☐	☐	
STANDARD 7: Facilitates weekly grade level or team meetings focusing on the accomplishment of the benchmarks.	☐	☐	☐	☐	
A. The Coach assists teachers in forming flexible groups.	☐	☐	☐	☐	
B. The Coach holds regular grade level/team meetings to discuss the process and implementation.	☐	☐	☐	☐	
C. The Coach assists teachers in developing lesson objectives to meet needs.	☐	☐	☐	☐	
D. The Coach promotes use of brain compatible materials.	☐	☐	☐	☐	
STANDARD 8: Continually upgrades their instructional knowledge and skills.	☐	☐	☐	☐	
A. The Coach attends all training programs.	☐	☐	☐	☐	
B. Adheres to the State Professional code of Ethics	☐	☐	☐	☐	

Evaluatee Name: _____ School Year: _____

**GALLATIN COUNTY PUBLIC SCHOOLS
FORMATIVE PERFORMANCE INSTRUCTIONAL COACH**

Evaluatee _____ Position _____

Evaluator _____ Date _____ Length of Observation _____

Instructions:

Answering these questions involves considerable and subjective decision-making. Information completed on this form should be gathered from specific products and behaviors such as observation, portfolios, extra-curricular activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked "Exceeds," "Meets," "Needs Growth," or "Does Not Meet." Factual comments which recall specific incidents are noted in the space entitled "Evidence." Any standard marked "Needs Growth" requires the development of a growth plan. Any standard marked "Does Not Meet" requires the development of an individual corrective action plan. Evaluator may attach sheets if additional space is needed.

Standard 1: Models enthusiasm, commitment and intensity

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

A. The Coach models enthusiasm about process. B. The Coach encourages and supports teachers who have had limited success with implementation. C. Encourages and support teachers in their efforts to implement the Process. D. Adheres to all School Board policy and Regulations. E. Demonstrates Punctuality and good attendance for all duties.

Standard 2: Visits Classrooms on a daily basis:

- | | |
|--------------------------|------------------------|
| ☐ | Exceeds Standard |
| ☐ | Meets Standard |
| ☐ | Needs Growth |
| ☐ | Does Not Meet Standard |

Evidence:

A. Observes and problem solves with teachers on how to overcome student learning obstacles. B. Facilitates the development and publication of a newsletter. C. The Coach observes in classrooms 60 minutes daily. D. The Coach monitors the use of time instructional time. E. The Coach provides demonstration teaching of best practices when necessary as a follow up from staff development.

Standard 3: Organizes and leads weekly staff development programs, which are needs based and focused on the accomplishment of the Benchmarks.

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A. The Coach recognizes and rewards teachers for their efforts and successes. B. The Coach has weekly staff development meetings to focus on implementation issues. C. The Coach facilitates the accomplishment of the site's goals. D. Develops professional development for new teachers to the program.

Standard 4: Organizes the assessment processes used to determine student performance and instructional grouping.

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A. Supplies program with student assessment data on forms supplied.
B. The Coach analyzes gaps between current achievement and targeted performance for total school.

Standard 5: Assists teachers with analysis and instructional use of student formative data.

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A. Demonstrates strategies teachers can be using to improve learning. B. The Coach monitors use of academic learning time

Standard 6: Ensures effective communication with the other members of the Leadership Team (Principal, Asst. Principal, and consultant).

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

A. The Coach meets with principal twice monthly as member of the Leadership Team.
B. The Coach develops an observation calendar with building principal(s).

Standard 7: Facilitates weekly grade level or team meetings focusing on the accomplishment of the benchmarks

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

- A. The Coach assists teachers in forming flexible groups.
- B. The Coach holds regular grade level/team meetings to discuss the Process and implementation.
- C. The Coach assists teachers in developing lesson objectives to meet needs c. The Coach promotes use of brain compatible materials.

Standard 8: Continually upgrades their instructional knowledge and skills.

- ☐ Exceeds Standard
- ☐ Meets Standard
- ☐ Needs Growth
- ☐ Does Not Meet Standard

Evidence:

- a. The Coach attends all training programs. B. Adheres to the State Professional Code of Ethics

Comments Evaluatee:

Comments Evaluator:

Evaluator _____ Evaluatee _____ Date of Review _____
Signature does not indicate agreement. Evaluatee's signature indicates only that he/she has
seen this form and been involved in its review.

I have had the opportunity to review the formative evaluation documentation and to
provide input. I concur with the evaluator's assessment:

Primary Evaluator

GALLATIN COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN – Instructional Coach
STATE REQUIRED 24 HOURS _____ School Year Initiated

DATE _____ NAME _____ WORK SITE _____ PROGRAM/SUBJECT/GRADE _____

Area for Growth (from Consolidated Plan/PD plan/Teacher standards)	Present stage of development	Growth Objective/Goal(s) (describe desired outcomes)	Procedure/activities for achieving goals and objectives	Target Date(s) for Completion	Stipend/Travel Requested
Teacher Standards: Professional Leadership Knowledge of Content Designs/Plans Instruction Creates/Maintains Learning Climate Implements/Manages Instruction Assesses/Communicates Learning Results Collaborates with Colleagues/Parents/Others Engages in Professional Development Implementation of Technology Consolidated Plan: Academic Performance Learning Environment Efficiency Other: _____ Professional Development: See Reverse Side	Awareness Preparation Implementation Refinement _____ Documentation: Reflect Product Demonstration Observation				

This individual professional growth plan is aligned with the School Consolidated Plan Goals(s):

Individual Growth Plan Developed:		Midterm Progress Check:	
Employee's Signature _____	Date _____	Comments:	
Supervisor's Signature _____	Date _____	Employee's Signature _____	Supervisor's Signature _____
Supervisor's Signature _____	Date _____	Supervisor's Signature _____	Date _____
Annual Review:			
Achieved _____	Revised _____	Continued _____	
Employee's Signature _____	Date _____	Supervisor's Signature _____	Date _____

PROFESSIONAL GROWTH RECORD 20____ TO 20____

This is a record of personal involvement in professional development activities maintained for each employee. All activities which contribute to professional growth are listed, such as: small group seminars; professional organizations (membership and offices held); readings (non-fiction, fiction); publications; etc. This record is placed in the employee's Personnel File in the Central Office and needs to be as complete as possible.

ACTIVITY TITLE	Sponsor/Institution/Group	ROLE	DATE/SEASON/MONTH/LOCATION

REVIEWED BY:

Employee	Date	Immediate Supervisor	Date
Director of Instruction	Date	Superintendent	Date

Tenured ☐
Non-Tenured ☐

SUMMATIVE EVALUATION FOR INSTRUCTIONAL COACH

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

<u>Psychologist Standards:</u>	<u>Ratings:</u>			<u>Comments</u>
	<u>Exceeds</u>	<u>Meet</u>	<u>*Does Not Meet</u>	
1. Models enthusiasm, commitment and intensity For the Process.	☐	☐	☐	☐
2. Visits Classrooms on a daily basis.	☐	☐	☐	☐
3. Organizes and leads weekly staff development programs Which are needs based and focused on the accomplishments of the benchmarks.	☐	☐	☐	☐
4. Organizes the assessment process used to determine student performance and instructional grouping.	☐	☐	☐	☐
5. Assists teachers with analysis and instructional use of student formative data.	☐	☐	☐	☐
6. Ensures effective communication with the other members Of the Leadership Team.	☐	☐	☐	☐
7. Facilitates weekly grade level or team meetings focusing On the accomplishment of the benchmarks.	☐	☐	☐	☐
8. Continually upgrades instructional knowledge and skills.	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

The evaluatee's signature indicates only that the evaluatee has reviewed the "Summative Evaluation" in conference with the evaluator.

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Opportunities for appeal process at both the local and state levels are a part of _____
_____ district evaluation.

Employment Recommendation to Central Office:

☐ Meets Instructional Coach standards for re-employment

☐ Does not meet Instructional Coach standards for re-employment

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

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

1. Models enthusiasm, commitment and intensity for the Process.

2. Visits Classrooms on a daily basis.

3. Organizes and leads weekly staff development programs, which are needs based and focused on the accomplishment of the Benchmarks.

4. Organizes the assessment processes used to determine student performance and instructional grouping.

5. Assists teachers with analysis and instructional use of student formative data.

6. Ensures Effective communication with the other members of the Leadership Team.

7. Facilitates weekly grade level meetings focusing on the accomplishment of the benchmarks

8. Continually upgrades their instructional knowledge and skills

GALLATIN COUNTY SCHOOLS EMPLOYEE ASSISTANCE RECORD

Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Principal/Supervisor/Teacher Meeting to Explain Assistance				
1st Meeting of Assistance Team				
2nd Meeting of Assistance Team				
3rd Meeting of Assistance Team				
4th Meeting of Assistance Team				
Summative Evaluation				
Conference with Superintendent And/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Principal _____

Team Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____

School Year_____

DATE _____ NAME _____

Domain Component Letter	Growth Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving goals (including support personnel)	Appraisal Method and Target Dates

!

[illegible]

Teacher: _____

Persons Present (Signature required)

Recommendations:

Next Meeting: _____ Give Copy to each person present

PERSONNEL

 Certified Personnel

**GALLATIN COUNTY SCHOOLS
EVALUATION APPEALS HEARING REQUEST FORM**

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their final summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairperson of the panel within five (5) working days of the receipt of your summative evaluation.

Employee's Name:	Home Address:
	Home Phone Number:

My appeal challenges the summative findings on:

- ☐ substance
- ☐ procedure
- ☐ both substance and procedure

My disagreement with the findings of the summative evaluation have been thoroughly discussed with my evaluator.

Date Summative evaluation was received by you: _____

Name of evaluator: _____

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

Employee's Signature

Date

APPENDIX A

16 KAR 1:020. Professional code of ethics for Kentucky school certified personnel.

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

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

(a) To Students:

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

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for the partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

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

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-202.)

APPENDIX C

KRS156.557 Standards for improving performance of certified school personnel-Criteria for evaluation-Content of programs-Administrative regulations-Waiver for alternative plan-Appeals-Exemptions-Review of evaluation systems-Assistance to improve evaluation systems.

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

1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
 2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data including formative evaluation data, that:
 - a. Occur at the end of an evaluation cycle; and
 - b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
- (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing and revising the evaluation system and shall require the following:
1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
 2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
 3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
 4. Evaluators shall be trained, tested and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
 5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
 6. The training requirement for evaluators contained in subparagraph 4. Of this paragraph shall not apply to district Board of Education members.
- (4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transitions.

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

(c) Phase Three: Evaluation for Deficiency.

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

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

- (5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve request from individual certified school employees for review.
- (6) The local Board of Education shall establish an evaluation appeals panel for certified personnel that consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the Board of Education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

- (7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.
- (8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.
- (9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

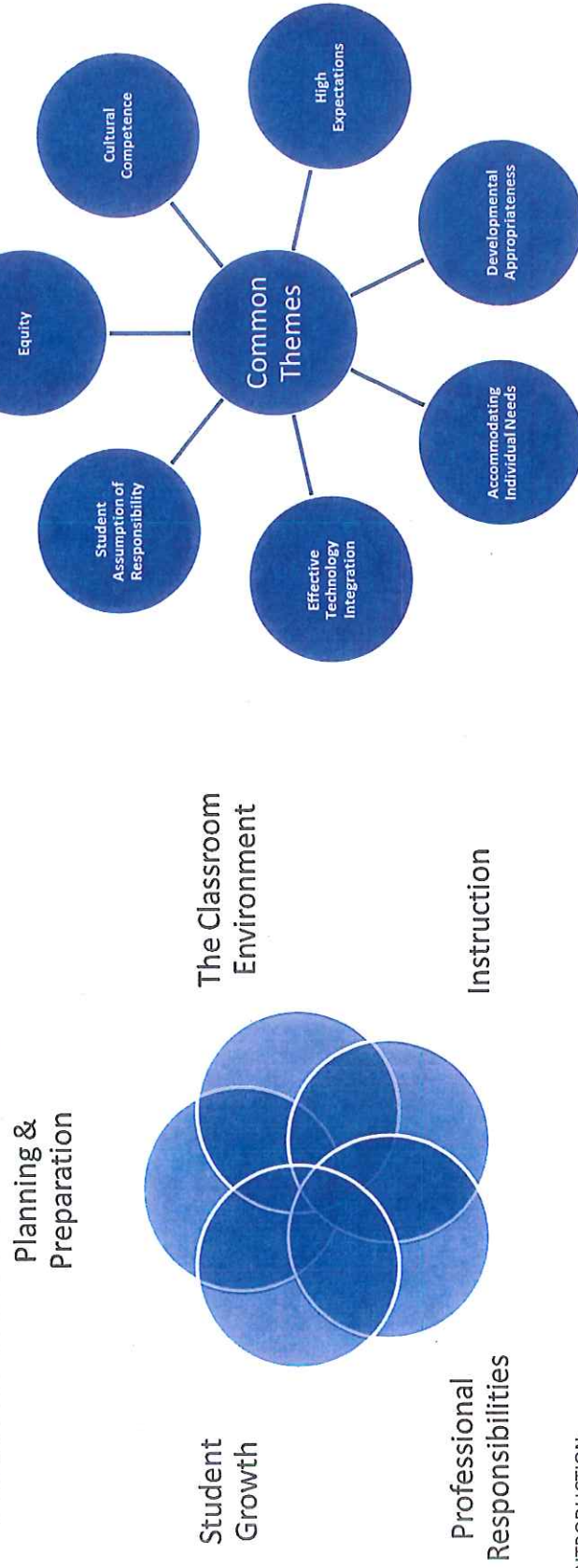
History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

APPENDIX B

- (d) If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.
- (e) Any briefs, written statements and/or other documents 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 ten (10) days prior to the scheduled hearing.
- (f) A decision of the appeals panel shall be rendered within fifteen (15) working days after a hearing.
- (g) A determination of non compliance 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; 15Ky.R. 1561; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 19 Ky.R. 515; 947; 1081; eff. 12-6-93)

APPENDIX C

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



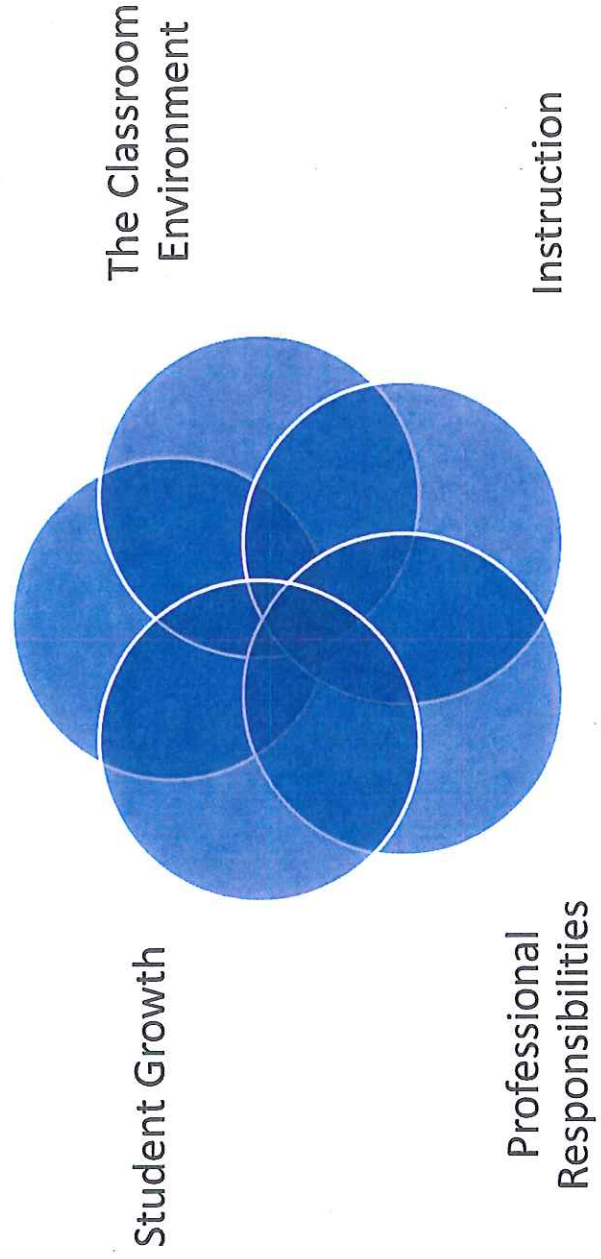
INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, and Student Growth. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is "Accomplished" which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to "live in Accomplished but occasionally visit Exemplary". Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance combining data from multiple measures across each domain.

Component		Domain 1: Planning & Preparation		Domain
1A - Knowledge of Content and Pedagogy - Knowledge of Content and the Structure of the Discipline - Knowledge of Prerequisite Relationships - Knowledge of Content-Related Pedagogy	Ineffective	Developing	Accomplished	Exemplary
	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline is structured, how concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
	Element(s) - In planning and practice, teacher makes connections between concepts in the discipline and the ways they relate to one another. - Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. - Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. - Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. - Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.			
	- Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. - Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts. - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. - Teacher's plans and practice reflect understanding of necessary cognitive structures needed by students to ensure understanding. - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.			
Critical Attributes	- Teacher makes content errors. - Teacher does not consider prerequisite relationships when planning. - Teacher's plans use inappropriate strategies for the discipline.	- Teacher is familiar with the discipline but does not see conceptual relationships. - Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. - Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	- The teacher can identify important concepts and their relationships to other concepts in the discipline. - The teacher answers student questions accurately and provides feedback that furthers their learning. - The teacher seeks out content-related professional development.	- Teacher cites intra- and interdisciplinary content relationships. - Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	- The teacher says "the official language of Brazil is Spanish, just like other South American countries." - The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." - The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	- The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. - The teacher always plans the same routine to study spelling: pretest on Monday, copy on a Tuesday, pretest on a Wednesday.	- The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. - The teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.	- In a unit on 19th century literature, the teacher incorporates information about the history of the same period. - Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.
		Indicators		Performance Level
Essential guidance for observers		Illustrates the meaning of framework language		

Domain 1		Domain 2		Domain 3		Domain 4		Domain 5	
Planning & Preparation		Classroom Environment		Instruction		Professional Responsibilities		Student Growth	
A. Demonstrating Knowledge of Content and Pedagogy		A. Creating an Environment of Respect and Rapport		A. Communicating with Students		A. Reflecting on Teaching		A. Student Growth	
i. Knowledge of Content and the Structure of the Discipline		i. Teacher Interaction with Students		i. Expectations for Learning		i. Accuracy		i. Student Growth Goal Setting	
ii. Knowledge of Prerequisite Relationships		ii. Student Interactions with One Another		ii. Directions and Procedures		ii. Use in Future Teaching		ii. Rigorous Student Growth Goals	
iii. Knowledge of Content-Related Pedagogy		iii. Importance of the Content		iii. Explanation of Content		iii. Maintaining Accurate Records		iii. Student Growth Goal Setting	
B. Demonstrating Knowledge of Students		B. Establishing a Culture for Learning		iv. Use of Oral and Written Language		i. Student Completion of Assignments		iv. Student Growth Percentiles	
i. Knowledge of Child and Adolescent Development		i. Expectations for Learning and Achievement		B. Using Questioning and Discussion Techniques		ii. Student Progress in Learning			
ii. Knowledge of the Learning Process		ii. Student Pride in Work		i. Quality of Questions		iii. Non-Instructional Records			
iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency		iii. Managing Classroom Procedures		ii. Discussion Techniques		C. Communicating with Families			
iv. Knowledge of Students' Interests and Cultural Heritage		i. Management of Instructional Groups		iii. Student Participation		i. Information About the Instructional Program			
v. Knowledge of Students' Special Needs		ii. Management of Transitions		C. Engaging Students in Learning		ii. Information About Individual Students			
C. Selecting Instructional Outcomes		iii. Management of Materials and Supplies		i. Activities and Assignments		iii. Engagement of Families in the Instructional Program			
i. Value, Sequence, and Alignment		iv. Performance of Non-Instructional Duties		ii. Grouping of Students		D. Participating in a Professional Community			
ii. Clarity		v. Supervision of Volunteers and Paraprofessionals		iii. Instructional Materials and Resources		i. Relationships with Colleagues			
iii. Balance		D. Managing Student Behavior		iv. Resources		ii. Involvement in a Culture of Professional Inquiry			
iv. Suitability for Diverse Learners		i. Expectations		D. Using Assessment in Instruction		iii. Service to the School			
D. Demonstrating Knowledge of Resources		ii. Monitoring of Student Behavior		i. Assessment Criteria		iv. Participation in School and District Projects			
i. Resources for Classroom Use		iii. Response to Student Misbehavior		ii. Monitoring of Student Learning		E. Growing and Developing Professionally			
ii. Resources to Extend Content Knowledge and Pedagogy		i. Organizing Physical Space		iii. Feedback to Students		i. Enhancement of Content Knowledge and Pedagogical Skill			
iii. Resources for Students		ii. Safety and Accessibility		iv. Student Self-Assessment and Monitoring of Progress		ii. Receptivity to Feedback from Colleagues			
E. Designing Coherent Instruction		iii. Arrangement of Furniture and Use of Physical Resources		E. Demonstrating Flexibility and Responsiveness		iii. Service to the Profession			
i. Learning Activities				i. Lesson Adjustment		F. Demonstrating Professionalism			
ii. Instructional Materials and Resources				ii. Response to Students		i. Integrity and Ethical Conduct			
iii. Instructional Groups				iii. Persistence		ii. Service to Students			
iv. Lesson and Unit Structure						iii. Advocacy			
F. Designing Student Assessment						iv. Decision Making			
i. Congruence with Instructional Outcomes						v. Compliance with School and District Regulations			
ii. Criteria and Standards									
iii. Design of Formative Assessments									
iv. Use for Planning									

Planning & Preparation



1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21 st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.			
	Ineffective	Developing	Accomplished	Exemplary
- Knowledge of Content and the Structure of the Discipline - Knowledge of Prerequisite Relationships - Content-Related Pedagogy	- In planning and practice, teacher makes content errors or does not correct errors made by students. - Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. - Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	- Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. - Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. - Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	- Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. - Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	- Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. - Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. - Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	- Teacher makes content errors. - Teacher does not consider prerequisite relationships when planning. - Teacher's plans use inappropriate strategies for the discipline.	- Teacher is familiar with the discipline but does not see conceptual relationships. - Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. - Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	- The teacher can identify important concepts of the discipline and their relationships to one another. - The teacher consistently provides clear explanations of the content. - The teacher answers student questions accurately and provides feedback that furthers their learning. - The teacher seeks out content-related professional development.	In addition to the characteristics of "accomplished": - Teacher cites intra- and interdisciplinary content relationships. - Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	- The teacher says, "The official language of Brazil is Spanish, just like other South American countries." - The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." - The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	- The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. - The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. - The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday.	- The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. - The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. - The teacher plans to expand a unit on civics by having students simulate a court trial.	- In a unit on 19th century literature, the teacher incorporates information about the history of the same period. - Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.				
1B - Demonstrating Knowledge of Students	Ineffective	Developing	Accomplished	Exemplary
- Knowledge of Child and Adolescent Development - Knowledge of the Learning Process - Knowledge of Students' Skills, Knowledge, and Language Proficiency - Knowledge of Students' Interests and Cultural Heritage - Students' Special Needs	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	- Teacher understands the active nature of student learning and attains information about levels of development for groups of students. - The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	- Teacher does not understand child development characteristics and has unrealistic expectations for students. - Teacher does not try to ascertain varied ability levels among students in the class. - Teacher is not aware of student interests or cultural heritages. - Teacher takes no responsibility to learn about students' medical or learning disabilities.	- Teacher cites developmental theory but does not seek to integrate it into lesson planning. - Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". - The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	- The teacher knows, for groups of students, their levels of cognitive development. - The teacher is aware of the different cultural groups in the class. - The teacher has a good idea of the range of interests of students in the class. - The teacher has identified "high", "medium", and "low" groups of students within the class. - The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. - The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "accomplished": - The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. - The teacher seeks out information about their cultural heritage from all students. - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Examples	- The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. - The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. - The teacher plans to teach his class	- The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. - In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.	- The teacher creates an assessment of students' levels of cognitive development. - The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class. - The teacher administers a student interest	- The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. - The teacher plans to provide multiple project options; students will self-select the project that best meets their individual

Possible Examples (cont.)	Christmas carols, despite the fact that he has four religions represented among his students.	- Lesson plans make only peripheral reference to students' interests. - The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.	- The teacher plans activities based on student-interest. - The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. - The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December. - The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.	approach to learning. - The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. - The teacher attends the local Mexican heritage day, meeting several of his students' extended families. - The teacher regularly creates adapted assessment materials for several students with learning disabilities.
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1C - Setting Instructional Outcomes		Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.			
- Value, Sequence, and Alignment - Clarity - Balance - Suitability for Diverse Learners	Critical Attributes	Ineffective	Developing	Accomplished	Exemplary
		- Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. - Outcomes are stated as activities rather than as student learning. - Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	- Outcomes represent moderately high expectations and rigor. - Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. - Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. - Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	- Most outcomes represent rigorous and important learning in the discipline. - All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. - Outcomes reflect several different types of learning and opportunities for both coordination and integration. - Outcomes take into account the varying needs of groups of students.	- All outcomes represent rigorous and important learning in the discipline. - The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. - Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. - Outcomes take into account the varying needs of individual students.
Possible Examples	Critical Attributes	- Outcomes lack rigor. - Outcomes do not represent important learning in the discipline. - Outcomes are not clear or are stated as activities. - Outcomes are not suitable for many students in the class.	- Outcomes represent a mixture of low expectations and rigor. - Some outcomes reflect important learning in the discipline. - Outcomes are suitable for most of the class.	- Outcomes represent high expectations and rigor. - Outcomes are related to the "big ideas" of the discipline. - Outcomes are written in terms of what students will learn rather than do. - Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. - Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of "accomplished": - Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. - Teacher connects outcomes to previous and future learning. - Outcomes are differentiated to encourage individual students to take educational risks.
		- A learning outcome for a fourth-grade class is to make a poster illustrating a poem. - All the outcomes for a ninth-grade history class are factual knowledge. - The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.	- Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. - The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.	- One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. - The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.	- The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. - Students will develop a concept map that links previous learning goals to those they are currently working on. - Some students identify additional learning.

<i>Possible Examples (cont.)</i>	• Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	• The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	
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Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.				
1D - Demonstrating Knowledge of Resources	Ineffective	Developing	Accomplished	Exemplary
	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the internet – available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes	- The teacher uses only district-provided materials, even when more variety would assist some students. - The teacher does not seek out resources available to expand his or her own skill. - Although aware of some student needs, the teacher does not inquire about possible resources.	- The teacher uses materials in the school library but does not search beyond the school for resources. - The teacher participates in content-area workshops offered by the school but does not pursue other professional development. - The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	- Texts are at varied levels. - Texts are supplemented by guest speakers and field experiences. - Teacher facilitates internet resources. - Resources are multidisciplinary. - Teacher expands knowledge with professional learning groups and organizations. - Teacher pursues options offered by universities. - Teacher provides lists of resources outside the class for students to draw on.	- In addition to the characteristics of "accomplished": - Texts are matched to student skill level. - The teacher has ongoing relationship with colleges and universities that support student learning. - The teacher maintains log of resources for student reference. - The teacher pursues apprenticeships to increase discipline knowledge. - The teacher facilitates student contact with resources outside the classroom.
Possible Examples	- For their unit on China, the students acquired all of their information from the district-supplied textbook. - Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. - A student says, "It's too bad we can't go to the nature center when we're doing our unit on environment."	- For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. - The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. - The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	- The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. - The teacher took an online course on literature to expand her knowledge of great American writers. - The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.	- The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. - The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. - The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

1E - Designing Coherent Instruction		Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.			
Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure	Ineffective	Developing	Accomplished	Exemplary	
	- The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. - The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. - Instructional groups do not support the instructional outcomes and offer no variety.	- Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. - Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. - The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	- Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. - The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. - The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	- Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. - Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. - The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	
Critical Attributes	- Learning activities are boring and/or not well aligned to the instructional goals. - Materials are not engaging or do not meet instructional outcomes. - Instructional groups do not support learning. - Lesson plans are not structured or sequenced and are unrealistic in their expectations.	- Learning activities are moderately challenging. - Learning resources are suitable, but there is limited variety. - Instructional groups are random or only partially support objectives. - Lesson structure is uneven or may be unrealistic in terms of time expectations.	- Learning activities are matched to instructional outcomes. - Activities provide opportunity for higher-level thinking. - Teacher provides a variety of appropriately challenging materials and resources. - Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. - The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "accomplished": - Activities permit student choice. - Learning experiences connect to other disciplines. - Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. - Lesson plans differentiate for individual student needs.	
Possible Examples	- The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope. - Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.	- After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught. - The teacher has found an atlas to use as a supplemental resource during the geography unit.	- The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. - The teacher creates a list of historical fiction titles that will expand her students' fiction		

Possible Examples (cont.)				
- The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. - The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.	- The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit. - The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.	- The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. - The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.	knowledge of the age of exploration. - The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. - The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.	wide variety of resources that she has coded by reading level so they can make the best selections. - After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. - The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.

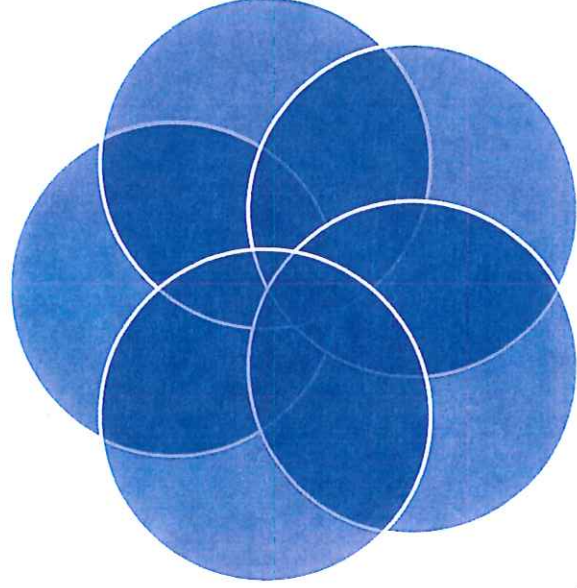
Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.				
1F - Designing Student Assessments	Ineffective	Developing	Accomplished	Exemplary
• Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning	• Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	• Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole.	• Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students.	• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	• Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "accomplished": • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	• The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • After the students present their research on	• The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. • The teacher's students receive their tests	• Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. • Ms. M has worked on a writing rubric for her research assessment; she has drawn on	• To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. • Mr. J's students will write a rubric for their

<i>Possible Examples (cont.)</i>	globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give."	The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."	back; each one is simply marked with a letter grade at the top. - The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. - A student says, "If half the class passed the test, why are we all reviewing the material again?"	multiple sources to be sure the levels of expectation are clearly defined. - Mr. C creates a short questionnaire to distribute to his students at the end of class, on the basis of their responses, he will organize them into different groups during the next lesson's activities. - Based on the previous morning's formative assessment, Mrs. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept.	final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. - After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. - Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.
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2A - Creating an Environment of Respect and Rapport					
- Teacher interaction with Students, including both words and actions. - Student Interactions with One Another, including both words and actions.	An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.				
	Ineffective	Developing	Accomplished	Exemplary	
	- Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. - Teacher does not deal with disrespectful behavior.	- Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. - Students rarely demonstrate disrespect for one another. - Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	- Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. - Students exhibit respect for the teacher. - Interactions among students are generally polite and respectful. - Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	- Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. - Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.	
	Critical Attributes	- Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. - Students use disrespectful talk towards one another with no response from the teacher. - Teacher displays no familiarity with or caring about individual students' interests or personalities.	- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. - Teacher attempts to respond to disrespectful behavior among students, with uneven results. - Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	- Talk between teacher and students and among students is uniformly respectful. - Teacher responds to disrespectful behavior among students. - Teacher makes superficial connections with individual students.	In addition to the characteristics of "accomplished": - Teacher demonstrates knowledge and caring about individual students' lives beyond school. - When necessary, students correct one another in their conduct toward classmates. - There is no disrespectful behavior among students. - The teacher's response to a student's incorrect response respects the student's dignity.
	Possible Examples	- A student slumps in his/her chair following a comment by the teacher. - Students roll their eyes at a classmate's idea; the teacher does not respond. - Many students talk when the teacher and other students are talking; the teacher does not correct them. - Some students refuse to work with other students.	- Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. - A few students do not engage with others in the classroom, even when put together in small groups. - Students applaud halfheartedly following a classmate's presentation to the class. - Teacher says, "Don't talk that way to your	- Teacher greets students by name as they enter the class or during the lesson. - The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk. - Students attend fully to what the teacher is saying. - Students wait for classmates to finish speaking before beginning to talk.	- Teacher inquires about a student's soccer game last week-end (or extracurricular activities or hobbies). - Students hush classmates causing a distraction while the teacher or another student is speaking. - Students clap enthusiastically after one another's presentations for a job well done. - The teacher says, "That's an interesting

<i>Possible Examples (cont.)</i>	Teacher does not call students by their names.	classmates," but student shrugs his/her shoulders.	- Students applaud politely following a classmate's presentation to the class. - Students help each other and accept help from each other. - Teacher and students use courtesies such as "please," "thank you," "excuse me." - Teacher says, "Don't talk that way to your classmates," and the insults stop.	idea, Josh, but you're forgetting..."
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A "culture of learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.				
2B - Establishing a Culture for Learning	Ineffective	Developing	Accomplished	Exemplary
- Importance of the Content and Learning - Expectations for Learning and Achievement - Student Pride in Work	The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	- The classroom culture is characterized by little commitment to learning by teacher or students. - The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. - The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	- The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. - The teacher conveys that with hard work students can be successful. - Students understand their role as learners and consistently expend effort to learn. - Classroom interactions support learning and hard work.	- The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. - The teacher conveys high expectations for learning by all students and insists on hard work. - Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Critical Attributes	- The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. - The teacher conveys to at least some students that the work is too challenging for them - Students exhibit little or no pride in their work. - Class time is devoted more to socializing than to learning.	- Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off". - The teacher conveys high expectations for only some students. - Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. - Many students indicate that they are looking for an "easy path".	- The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. - The teacher demonstrates a high regard for student abilities. - Teacher conveys an expectation of high levels of student effort. - Students expend good effort to complete work of high quality.	- In addition to the characteristics of "accomplished": - The teacher communicates a genuine passion for the subject. - Students indicate that they are not satisfied unless they have complete understanding. - Students' questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. - Students recognize the efforts of their classmates. - Students take initiative in improving the quality of their work.
Possible Examples	- The teacher tells students that they're doing lessons because it's on the test, in the book, or mandated by the district. - Teacher says to a student, "Why don't you try this easier problem?" - Students turn in sloppy or incomplete work. - Students don't engage in work, and the teacher ignores it.	- Teacher says, "Let's get through this." - Teachers says, "I think most of you will be able to do this." - Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas. - Teacher does not encourage students who	- Teacher says, "This is important: you'll need to speak grammatical English when you apply for a job." - Teacher says, "This idea is really important! It's central to our understanding of history." - Teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."	- The teacher says, "It's really fun to find the patterns for factoring polynomials." - Student asks a classmate to explain a concept or procedure since she didn't quite follow the teacher's explanation. - Students question one another on answers. - Student asks the teacher whether he can redo a piece of work since he now sees how

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<i>Possible Examples</i> (cont.)	- Students have not completed their homework, and the teacher does not respond. - Almost all of the activities are busy work.	are struggling. Only some students get down to work after an assignment is given or after entering the room.	- Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint. - Students get down to work right away when an assignment is given or after entering the room.	it could be strengthened. Students work even when the teacher isn't working with them or directing their efforts.
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2C – Managing Classroom Procedures		A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself”.			
- Management of Instructional Groups - Management of Transitions - Management of Materials and Supplies - Performance of Non-Instructional Duties	Managing Classroom Procedures	Ineffective	Developing	Accomplished	Exemplary
		- Much instructional time is lost through inefficient classroom routines and procedures. - There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. - There is little evidence that students know or follow established routines.	- Some instructional time is lost through only partially effective classroom routines and procedures. - The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. - With regular guidance and prompting, students follow established routines.	- There is little loss of instructional time because of effective classroom routines and procedures. - The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. - With minimal guidance and prompting students follow established classroom routines.	- Instructional time is maximized because of efficient routine and procedures. - Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. - Routines are well understood and may be initiated by students.
Critical Attributes	Managing Classroom Procedures	- Students not working with the teacher are not productively engaged or are disruptive to the class. - There are no established procedures for distributing and collecting materials. - Procedures for other activities are confused or chaotic.	- Small groups are only partially engaged while not working directly with the teacher. - Procedures for transitions and for distribution/collecting of materials seem to have been established, but their operation is rough. - Classroom routines function unevenly.	- The students are productively engaged during small-group work. - Transitions between large- and small-group activities are smooth. - Routines for distribution and collections of materials and supplies work efficiently. - Classroom routines function smoothly.	In addition the characteristics of “accomplished”: - Students take the initiative with their classmates to ensure that their time is used productively. - Student themselves ensure that transitions and other routines are accomplished smoothly. - Students take initiative in distributing and collecting materials efficiently.
Possible Examples	Managing Classroom Procedures	- When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc. - There are long lines for materials and supplies, or distributing supplies is time consuming. - Students bump into one another lining up or sharpening pencils. - Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. - Most students ask what they are to do or	- Some students not working with the teacher are not productively engaged in learning. - Transitions between large- and small-group activities are rough, but they are accomplished. - Students are not sure what to do when materials are being distributed or collected. - Students ask some clarifying questions about procedures. - The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	- Students get started on an activity while the teacher takes attendance. - Students move smoothly between large- and small-group activities. - The teacher has an established timing device, such as counting down to signal students to return to their desks. - Teacher has an established attention signal, such as raising a hand, or dimming the lights. - One member of each small group collects materials for the table. - There is an established color-coded system indicating where materials should be	- Students direct classmates in small groups not working directly with the teacher to be more efficient in their work. - A student reminds classmates of the roles that they are to play within the group. - A student redirects a classmate to the table he should be at following a transition. - Students propose an improved attention signal. - Students independently check themselves into class on the attendance board.

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<i>Possible Examples (cont.)</i>	look around for clues from others.		• stored. • In small-group work, students have established roles, they listen to one another summarize different vies, etc. • Cleanup at the end of a lesson is fast and efficient.	
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Domain 2: The Classroom Environment

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.				
2D - Managing Student Behavior	Ineffective	Developing	Accomplished	Exemplary
- Expectations of Student Behavior - Monitoring of Student Behavior - Response to Student Misbehavior	- There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. - Students challenge the standards of conduct. - Response to students' misbehavior is repressive or disrespectful of student dignity	- Standards of conduct appear to have been established, but their implementation is inconsistent. - Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. - There is inconsistent implementation of the standards of conduct.	- Student behavior is generally appropriate. - The teacher monitors student behavior against established standards of conduct. - Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	- Student behavior is entirely appropriate. - Students take an active role in monitoring their own behavior and that of other students against standards of conduct. - Teachers' monitoring of student behavior is subtle and preventative. - Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	- The classroom environment is chaotic, with no apparent standards of conduct. - The teacher does not monitor student behavior. - Some students violate classroom rules, without apparent teacher awareness. - When the teacher notices student misbehavior, she appears helpless to do anything about it.	- Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. - Teacher attempts to keep track of student behavior, but with no apparent system. - The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	- Standards of conduct appear to have been established. - Student behavior is generally appropriate. - The teacher frequently monitors student behavior. - Teacher's response to student misbehavior is effective. - Teacher acknowledges good behavior.	In addition to the characteristics of "accomplished": - Student behavior is entirely appropriate; there is no evidence of student misbehavior. - The teacher monitors student behavior without speaking—just moving about. - Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
Possible Examples	- Students are talking among themselves, with no attempt by the teacher to silence them. - An object flies through the air, without teacher notice. - Students are running around the room, the result being a chaotic environment. - Their phones and other electronics distract students but the teacher does nothing.	- Classroom rules are posted, but neither teacher nor students refer to them. - The teacher repeatedly asks students to take their seats, they ignore him. - Teacher says to one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass? Come in and take your seat; you've missed enough already."	- Upon a nonverbal signal from the teacher, students correct their behavior. - The teacher moves to every section of the classroom; keeping a close eye on student behavior. - The teacher gives a student a hard look, and the student stops talking to his neighbor.	- A student suggests a revision in one of the classroom rules. - The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops. - The teacher asks to speak to a student privately about misbehavior. - A student reminds his/her classmates of the class rule about chewing gum.

Domain 2: The Classroom Environment

2E - Organizing Physical Space - Safety and Accessibility - Arrangement of Furniture and Use of Physical Resources		The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.			
<i>Ineffective</i>		<i>Developing</i>		<i>Accomplished</i>	
- The physical environment is unsafe, or many students don't have access to learning resources. - There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.		- The classroom is safe, and essential learning is accessible to most students. - The teacher's use of physical resources, including computer technology, is moderately effective. - Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.		- The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. - Teacher makes effective use of physical resources, including computer technology.	
- There are physical hazards in the classroom, endangering student safety. - Many students can't see or hear the teacher or the board. - Available technology is not being used, even if its use would enhance the lesson.		- The physical environment is safe, and most students can see and hear. - The physical environment is not an impediment to learning but does not enhance it. - The teacher makes limited use of available technology and other resources		- The classroom is safe, and all students are able to see and hear. - The classroom is arranged to support the instructional goals and learning activities. - The teacher makes appropriate use of available technology.	
Critical Attributes		- In addition to the characteristics of "accomplished": - Modifications are made to the physical environment to accommodate students with special needs. - There is total alignment between the goals of the lesson and the physical environment. - Students take the initiative to adjust the physical environment. - Teachers and students make extensive and imaginative use of available technology.		Exemplary	
Possible Examples		- There are electrical cords placed in unsafe locations around the classroom. - There is a pole in the middle of the room; some students can't see the board. - A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.		- There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. - Desks are moved to make tables so students can work together, or in a circle for class discussion. - The use of an Internet connection enriches the lesson.	

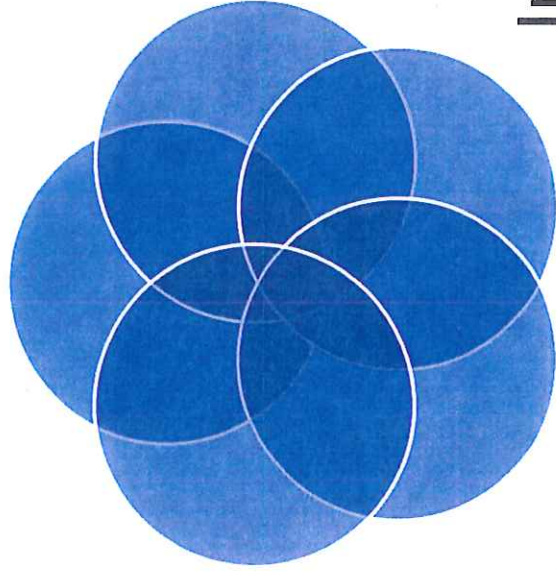
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Domain 3: Instruction

Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.				
3A - Communicating with students	Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.			
	Ineffective	Developing	Accomplished	Exemplary
- Expectations for Learning - Directions and Procedures - Explanation of Content - Use of Oral and Written Language	- The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. - The teacher's explanation of the content contains major errors. - The teacher's spoken or written language contains errors. - The teacher's spoken or written language contains errors of grammar or syntax - The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	- The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. - The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. - The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. - Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	- The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. - Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences. - During the explanation of content, the teacher invites student intellectual engagement. - Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	- The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. - The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest. - Students contribute to extending the content and help explain concepts to their classmates. - The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	- At no time during the lesson does the teacher convey to the student what they will be learning. - Students indicate through their questions that they are confused about the learning task. - The teacher makes a serious content error that will affect students' understanding of the lesson. - Students indicate through body language or questions that they don't understand the content being presented.	- The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. - The teacher must clarify the learning task so that student can complete it. - The teacher makes no serious content errors but may make a minor error. - The teacher's explanation of the content consists of monologue or is purely procedural, with minimal participation by students.	- The teacher states clearly, at some point during the lesson, what the students will be learning. - If the tactic is appropriate, the teacher models the process to be followed in the task. - Students engage with the learning task, indicating that they understand what they are to do. - The teacher makes no content errors. - The teacher's explanation of content is clear and invites student participation and	In addition to the characteristics of "accomplished": - The teacher points out possible areas of misunderstanding. - Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. - All students seem to understand the presentation. - The teacher invites student to explain the content to the class or to classmates. - Teacher uses rich language, offering brief

	- Teacher's communications include errors of vocabulary or usage. - The teacher's vocabulary is inappropriate to the age or culture of the students.	- Vocabulary and usage are correct but unimaginative. - Vocabulary is too advanced or too juvenile for the students.	thinking. Teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' ages and levels of development.	vocabulary lessons where appropriate.
<i>Possible Examples</i>	- A student asks, "What are we supposed to be doing? But the teacher ignores the question. - The teacher states that to add fractions they must have the same numerator. - Students have a quizzical look on their faces; some may withdraw from the lesson. - Students become disruptive, or talk among themselves in an effort to follow the lesson. - The teacher uses technical terms with an elementary class without explaining their meanings. - The teacher tends to say "ain't."	- The teacher mispronounces some common words. - The teacher says, "And oh, by the way, today we're going to factor polynomials." - A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. - Students ask, "What do I write here?" in order to complete a task. - Having asked students only to listen, the teacher says, "Watch me while I show you how to . . ." - A number of students do not seem to be following the explanation. - Students are inattentive during the teacher's explanation of content.	- The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials." - In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" - The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.	- The teacher says, "Here's a spot where some students have difficulty . . . be sure to read it carefully." - The teacher asks a student to explain the task to other students. - When help is needed a student offers clarification about the learning task to classmates. - The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun. - The teacher says, "Who would like to explain this idea to us?" - The teacher pauses during an explanation of civil rights movement to remind students that the prefix "in" as in "inequality," means "not" and the prefix "un" means the same thing.

Domain 3: Instruction

3B - Questioning and Discussion Techniques • Quality of Questions/Prompts • Discussion Techniques • Student Participation	Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves. Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.	<table border="1"> <thead> <tr> <th data-bbox="990 231 1023 630"><i>Ineffective</i></th> <th data-bbox="990 630 1023 1029"><i>Developing</i></th> <th data-bbox="990 1029 1023 1428"><i>Accomplished</i></th> <th data-bbox="990 1428 1023 2053"><i>Exemplary</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1023 231 1291 630"> • Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion. </td><td data-bbox="1023 630 1291 1029"> • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. </td><td data-bbox="1023 1029 1291 1428"> • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. </td><td data-bbox="1023 1428 1291 2053"> • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion. </td></tr> </tbody> </table>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>	• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.	Critical Attributes • Questions are rapid-fire, and convergent with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few Students dominate the discussion. In addition to the characteristics of "accomplished": • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion. Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • The teacher effectively builds on student responses to questions. • Discussions enable students to talk to one another without ongoing mediation by the
<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>								
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			teacher.	
Possible Examples • All questions are of the "recitation" type such as "What is 3 x 4?" • The teacher asks a questions for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up.	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. • The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher.	• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as, "What are some things you think might contribute to . . .?" • The teacher asks, "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.	• A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because . . ." • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if . . .?"	

Domain 3: Instruction

3C - Engaging Students in Learning - Activities and Assignments - Grouping of Students - Instructional Materials and Resources - Structure and Pacing	Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they “on task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume the entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.			
	Ineffective - The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. - The pace of the lesson is too slow or too rushed. - Few students are intellectually engaged or interested.	Developing - The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. - The pacing of the lesson may not provide students the time needed to be intellectually engaged.	Accomplished - The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. - The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Exemplary - Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. - In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. - The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. - Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	In addition to the characteristics of “accomplished”: - Virtually all students are highly engaged in the lesson. - Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. - Students suggest modifications to the			

<i>Critical Attributes</i> (cont.)	would better serve the instructional purpose.	complete tasks.	groupings, suitable to the lesson objectives.	grouping patterns used.
• Instructional materials used are unsuitable to the lesson and/or students. • The lesson drags or is rushed.	• Students are able to fill out the worksheet without fully understanding what it's asking them to do. • The lesson drags or feels rushed. • Students complete "busy work" activities.	• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. • The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others.	• Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.	• Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to materials being used. • Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
<i>Possible Examples</i>		• Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed.	• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. • There is a clear beginning, middle and end to the lesson. • The lesson neither rushes or drags.	• Students are asked to write an essay "in the spirit of Hemmingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

Domain 3: Instruction

3D - Using Assessment in Instruction	Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.			
	Ineffective	Developing	Accomplished	Exemplary
- Assessment Criteria - Monitoring of Student Learning - Feedback to Students - Student Self-Assessment and Monitoring of Progress	- There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. - Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	- Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. - Feedback to students is general; students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. - Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	- Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. - Students appear to be aware of the assessment criteria; some of them engage in self-assessment - Questions, prompts, assessments are used to diagnose evidence of learning.	- Assessment is fully integrated into instruction through extensive use of formative assessment. - Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria - Students self-assess and monitor their progress. - A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. - Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	- The teacher gives no indication of what high-quality work looks like. - The teacher makes no effort to determine whether students understand the lesson. - Feedback is only global. - The teacher does not ask students to evaluate their own classmates work.	- There is little evidence that the students understand how their work will be evaluated. - Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. - Teacher requests global indications of student understanding. - Feedback to students is not uniformly	- Students indicate that they clearly understand the characteristics of high-quality work. - The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. - Feedback includes specific and timely guidance, at least for groups of students.	In addition to the characteristics of "accomplished": - There is evidence that students have helped establish the evaluation criteria. - Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. - Teacher makes frequent use of strategies to

	specific and not oriented towards future improvement of the work.	engage students in self-assessment or peer assessment.	self-assessment or peer assessment.	elicit information about individual student understanding.
<i>Possible Examples</i>	- A student asks: "How is this assignment going to be graded?" - A student asks, "Does this quiz count towards my grade?" - The teacher forges ahead with a presentation without checking for understanding. - The teacher says: "Good job, everyone."	- Teacher asks: "Does anyone have a question?" - When a student completes a problem on the board, the teacher corrects the student's work without explaining why. - The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.	- The teacher circulates during small group or independent work, offering suggestions to groups of students. - The teacher uses a specifically formulated question to elicit evidence of student understanding. - The teacher asks student to look over their papers to correct their errors	- The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. - While students are working, the teacher circulates, providing substantive feedback to individual students. - The teacher uses exit tickets to elicit evidence of individual student understanding. - Students offer feedback to their classmates on their work. - Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.
	<i>Possible Examples (cont.)</i>			

Domain 3: Instruction

3E - Demonstrating Flexibility and Responsiveness - Lesson Adjustment - Response to Students - Persistence				
"Flexibility and responsiveness" refers to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.				
Ineffective		Developing		Accomplished
- Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. - Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.		- Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. - Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.		- Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. - Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.
- Teacher ignores indications of student boredom or lack of understanding. - Teacher brushes aside student questions - Teacher makes no attempt to incorporate student interests into the lesson. - The teacher conveys to students that when they have difficulty learning it is their fault. - In reflecting on practice, the teacher does not indicate that it is important to reach all students.		- Teacher's efforts to modify the lesson are only partially successful. - Teacher makes perfunctory attempts to incorporate student questions and interests in the lesson. - The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.		In addition to the characteristics of "accomplished": - The teacher's adjustments to the lesson are designed to assist individual students. - The teacher seizes on a teachable moment to enhance a lesson. - The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. - In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
Possible Examples - The teacher says, "We don't have time for that today." - The teacher makes no attempt to adjust the lesson when students appear confused. - The teacher says, "If you'd just pay attention, you could understand this."		- The teacher says, "I'll try to think of another way to come at this and get back to you." - The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." - The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson.		- The teacher stops midstream in a lesson, and says, "This activity doesn't seem to be working! Here's another way I'd like you to try it." - The teacher incorporates the school's upcoming championship game into an explanation of averages. - The teacher says, "If we have to come back

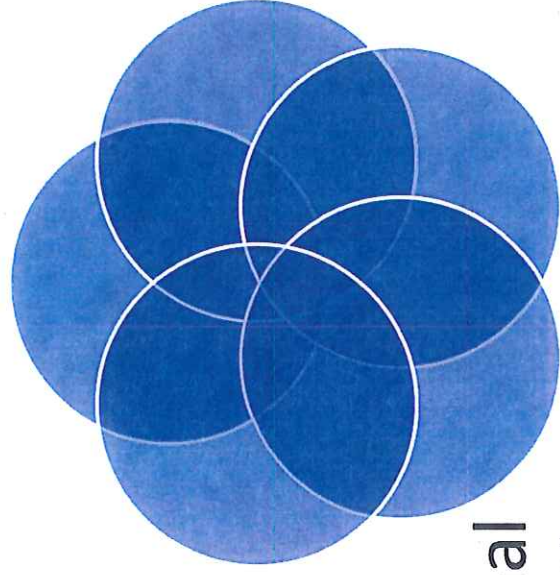
Adapted for Kentucky Department of Education

to this tomorrow, we will; it's really important that you understand it."

Planning &
Preparation

The Classroom
Environment

Instruction



Student Growth

Professional
Responsibilities

4A - Reflecting on Teaching - Accuracy - Use in Future Teaching	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.			
	Ineffective - Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson - Teacher has no suggestions for how a lesson could be improved.	Developing - Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. - Teacher makes general suggestions about how a lesson could be improved.	Accomplished - Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. - Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Exemplary - Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. - Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	- The teacher considers the lesson but draws incorrect conclusions about its effectiveness. - The teacher makes no suggestions for improvement.	- The teacher has a general sense of whether or not instructional practices were effective. - The teacher offers general modifications for future instruction.	- The teacher accurately assesses the effectiveness of instructional activities used. - The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "accomplished": - Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. - Teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	- Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" - The teacher says, "That was awful; I wish I knew what to do!"	- At the end of the lesson the teacher says, "I guess that went okay." - The teacher says, "I guess I'll try X next time."	- The teacher says, "I wasn't pleased with the level of engagement of the students." - The teacher's journal indicates several possible lesson improvements.	- The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." - In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.				
4B - Maintaining Accurate Records - Student Completion of Assignments - Student Progress in Learning - Non-Instructional Records	Ineffective	Developing	Accomplished	Exemplary
	- Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. - Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	- Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. - Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	- Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. - Students contribute information and participate in maintaining the records.
Critical Attributes	- There is no system for either instructional or non-instructional records. - The record-keeping systems are in disarray so as to provide incorrect or confusing information.	- The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. - The teacher's process for tracking student progress is cumbersome to use. - The teacher has a process for tracking, but not all non-instructional information, and it may contain some errors.	- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. - The teacher has an efficient and effective process for recording student attainment of learning goals; student able to see how they're progressing. - The teacher's process for recording non-instructional information is both efficient and effective.	In addition to the characteristics of "accomplished": - Students contribute to and maintain records indicating completed and overdue work assignments. - Students both contribute and maintain data files indicating their own progress in learning. - Students contribute to maintaining non-instructional records for the class.
Possible Examples	- A student says, "I'm sure I turned in that assignment, but the teacher lost it!" - The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." - On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.	- A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are." - The teacher says, "I've got all these notes about how kids are doing; I should put them into the system, but I don't have time." - On the morning of the field trip, the teacher frantically searches all the drawers in the desk for permission slips and finds them just before the bell rings.	- The teacher creates a link on the class website that students can access to check on any missing assignment. - The teacher's grade book records student progress toward learning goals. - The teacher creates a spreadsheet for tracking which students have paid for their school pictures.	- A student from each team maintains the database of current and missing assignments for the team. - When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. - When they bring in their permission slips for a field trip, students add their own information to the database.

4C - Communicating with Families		Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level when young children are just beginning school. However, the importance of regular communication with families of adolescence cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages.			
- Information About the Instructional Program - Information About Individual Students - Engagement of Families in the Instructional Program	Ineffective - Teacher communicates with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. - Teacher makes no attempt to engage families in the instructional program.	Developing Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Accomplished - Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. - Teacher makes some attempts to engage families in the instructional program. - Information to families is conveyed in a culturally appropriate manner.	Exemplary - Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. - Response to family concerns is handled with professional and cultural sensitivity. - Teacher's efforts to engage families in the instructional program are frequent and successful.	Critical Attributes - Little or no information regarding the instructional program is available to parents. - Families are unaware of their children's progress. - Family engagement activities are lacking. - Communication is culturally inappropriate.
Possible Examples	- A parent says, "I'd like to know what my kid is working on at school." - A parent says, "I wish I knew something about my child's progress before the report card comes out." - A parent says, "I wonder why we never see any school work come home."	- A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." - A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." - Weekly quizzes are sent home for parent/guardian signature.	- The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc. - The teacher creates a monthly progress report, which is sent home for each student. - The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.	- Students create materials for back-to-school night that outline the approach for learning science. - Student daily reflection log describes learning and goes home each week for a response from a parent or guardian. - Students design a project on charting family use of plastics.	Possible Examples - A parent says, "I'd like to know what my kid is working on at school." - A parent says, "I wish I knew something about my child's progress before the report card comes out." - A parent says, "I wonder why we never see any school work come home."

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.				
4D - Participating in a Professional Community - Relationships with Colleagues - Involvement in a Culture of Professional Inquiry - Service to the School - Participation in School and District Projects	Ineffective - Teacher's relationships with colleagues are negative or self-serving. - Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. - Teacher avoids becoming involved in school events or school and district projects	Developing - Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. - Teacher becomes involved in the school's culture of professional inquiry when invited to do so. - Teacher participates in school events and school and district projects when specifically asked to do so.	Accomplished - Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. - Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Exemplary - Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. - Teacher takes a leadership role in promoting a culture of professional inquiry. - Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes - The teacher's relationship with colleagues is characterized by negativity or combativeness. - The teacher purposefully avoids contributing to activities promoting professional inquiry. - The teacher avoids involvement in school activities and school, district and community projects.	- The teacher has pleasant relationships with colleagues. - When invited, the teacher participates in activities related to professional inquiry. - When asked, the teacher participates in school activities, as well as school, district and community projects.	- The teacher has supportive and collaborative relationships with colleagues. - The teacher regularly participates in activities related to professional inquiry. - The teacher frequently volunteers to participate in school activities, as well as school, district and community projects.	In addition to the characteristics of "accomplished": - The teacher takes a leadership role in promoting activities related to professional inquiry. - The teacher regularly contributes to and oversees events that positively impact school life. - The teacher regularly contributes to and serves as head of significant school, district and community projects.	The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession. - The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. - The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events. - The teacher leads the school district's
Possible Examples - The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. - The teacher does not attend PLC meetings. - The teacher does not attend any school function after the dismissal bell. - The teacher says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get a substitute to cover my class".	- The teacher is polite but never shares any instructional materials with his grade partners. - The teacher attends PLC meetings only when reminded by her supervisor. - The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." - The teacher contributes to the district literacy committee only when requested to	- The principal remarks that the teacher's students have been noticeably successful since her team has been focused on instructional strategies during their team meetings. - The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. - The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.	- The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession. - The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. - The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events. - The teacher leads the school district's	

Possible Examples (cont.)	do so by the principal.	The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team.	wellness committee, which involves health-care and nutrition specialists from the community.

As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.				
4E - Growing and Developing Professionally - Enhancement of Content Knowledge and Pedagogical Skill - Receptivity to Feedback from Colleagues - Service to the Profession	Ineffective - Teacher engages in no professional development activities to enhance knowledge or skill. - Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. - Teacher makes no effort to share knowledge with others or to assume professional responsibility. - The teacher is not involved in any activity that might enhance knowledge or skill. - The teacher purposefully resists discussing performance with supervisors or colleagues. - The teacher ignores invitations to join professional organizations or attend conferences.	Developing - Teacher participates in professional activities to a limited extent when they are convenient. - Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. - Teacher finds limited ways to contribute to the profession. - The teacher participates in professional activities when they are required or when provided by the school district. - The teacher reluctantly accepts feedback from supervisors and colleagues. - The teacher contributes in a limited fashion to educational professional organizations.	Accomplished - Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. - Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. - Teacher participates actively in assisting other educators. - The teacher seeks regular opportunities for continued professional development. - The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. - The teacher actively participates in professional organizations designed to contribute to the profession.	Exemplary - Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. - Teacher seeks out feedback on teaching from both supervisors and colleagues. - Teacher initiates important activities to contribute to the profession. In addition to the characteristics of "accomplished": - The teacher seeks regular opportunities for continued professional development, including initiating action research. - The teacher actively seeks feedback from supervisors and colleagues. - The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession. - The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. - The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. - The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
Critical Attributes	- The teacher never takes continuing education courses, even though the credits would increase his salary. - The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. - Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.	- The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. - The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply to his situation. - The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn't feel it worth much of her time.	- The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. - The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. - The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students' conceptual understanding.	- The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. - The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. - The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
Possible Examples				

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.				
4F - Showing Professionalism	Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.			
	Ineffective	Developing	Accomplished	Exemplary
- Integrity and Ethical Conduct - Service to Students - Advocacy - Decision Making - Compliance with School and District Regulations	- Teacher displays dishonesty in interactions with colleagues, students and the public. - Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. - Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	- Teacher is honest in interactions with colleagues, students and the public. - Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. - Teacher's decisions and recommendations are based on limited but genuinely professional considerations. - Teacher complies minimally with school and district regulations, doing just enough to get by	- Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. - Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. - Teacher maintains an open mind in team or departmental decision-making. - Teacher complies fully with school and district regulation.	- Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. - Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. - Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. - Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	- Teacher is dishonest. - Teacher does not notice the needs of students. - The teacher engages in practices that are self-serving. - The teacher willfully rejects school district regulations.	- Teacher is honest. - Teacher notices the needs of students but is inconsistent in addressing them. - Teacher does not notice that some school practices result in poor conditions for students. - Teacher makes decisions professionally but on a limited basis. - Teacher complies with school district regulations.	- Teacher is honest and known for having high standards of integrity. - Teacher actively addresses student needs. - Teacher actively works to provide opportunities for student success. - Teacher willingly participates in team and departmental decision-making. - Teacher complies completely with school district regulations.	In addition to the characteristics of "accomplished": - Teacher is considered a leader in terms of honesty, integrity, and confidentiality. - Teacher is highly proactive in serving students. - Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. - Teacher makes a leadership role in team and departmental decision-making. - Teacher takes a leadership role regarding school district regulations.
Possible Examples	The teacher makes some errors when marking the last common assessment but	The teacher says, "I have always known my grade partner to be truthful. If she called in	The teacher is trusted by his grade partners; they share information with him,	When the new teacher has trouble understanding directions from the

Possible Examples (cont.)	doesn't tell his colleagues.	sick, then I believe her."	confident it will not be repeated inappropriately.	principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.
• The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford day care. • The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. • The teacher does not file her students' writing samples in their cum folders; doing so is time consuming, and she wants to leave early for summer break.	• The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying. • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.	• The English department chair says, "I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion. • The teacher learns the district's new online curriculum mapping system and enters all of her courses.	• Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.	

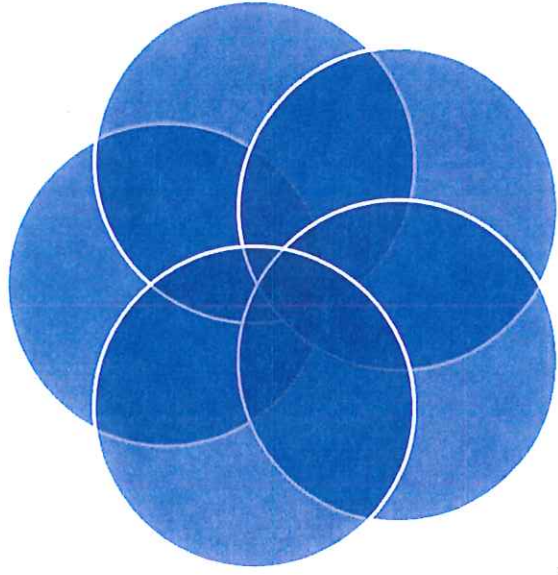
Planning &
Preparation

Student
Growth

The Classroom
Environment

Professional
Responsibilities

Instruction



5A – Student Growth				
The teacher contributes to the overall success of the school and the academic growth of each student, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement). We know that teachers have a definite and powerful impact on student learning and academic performance. One approach to linking student growth to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student data to set goals for student growth. The intent of monitoring student growth is to make explicit the connection between teaching and learning, make instructional decisions based on student data, provide a tool for school improvement, increase effectiveness of instruction through continuous professional growth, focus attention on student growth, and ultimately, increase student achievement.				
	Ineffective	Developing	Accomplished	Exemplary
- Student Growth Goal Setting Results - Rigorous Student Growth Goals - Student Growth Goal Setting Process Fidelity - Student Growth Percentiles	- The teacher demonstrates little or no student growth over the course of an academic year. - The teacher makes no attempt to establish goals using the goal setting process. - The teacher does not complete the goal setting process.	- The teacher demonstrates growth but does not meet the collaboratively established student growth goal. - The teacher makes little effort to set rigorous goals as a part of the goal setting process. - The teacher makes little effort to adjust strategies throughout the school year as a part of the goal setting process.	- The teacher demonstrates growth that meets or exceeds the collaboratively established student growth goal. - The teacher sets rigorous goals as a part of the goal setting process. - The teacher continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process.	- The teacher develops and implements programs or initiatives based on student data that targets the overall success of the school. - The teacher supports other staff in the setting of rigorous student growth goals. - The teacher supports other staff to adjust strategies to achieve student growth goals.
Critical Attributes	- Student growth is limited. - No evidence of goal setting process.	- Student growth is made but goal is not met. - Student growth goal is not rigorous. - Little evidence of strategy modification.	- Student growth is made and goal is met. - Student growth goal is rigorous. - Strategies to achieve student growth goal monitored and modified, as appropriate.	In addition to the characteristics of "accomplished": Teacher supports other staff in their student growth goal setting process.
Possible Examples	- The teacher does not collaborate with his administrator to set a student growth goal for his World Civics class. - The teacher sets a student growth goal that is not based on relevant data. - The teacher says, "This process is not fair for special education students."	- The teacher sets a goal for 80% of her students to move at least one level and score a "3" on her scoring rubric, but only 75% of her students achieve that goal. - After reviewing mid-term data, the teacher maintains the original strategies despite the fact that students are not making adequate progress to meet the goal. - The teacher's goal is for 25% of his students to score a "3" or higher on the AP Chemistry assessment.	- The teacher sets a goal for 85% of her students to pass the computer programming certification assessment and 92% actually pass the assessment. - The teacher realizes that he needs to add additional IMAP math modules to meet the targeted needs of his student, John Smith.	- The teacher begins a student mentoring program that is driven by student data. - The teacher works with colleagues through PLC's to review and set rigorous goals.

* applies only to reading and math K-PREP assessment in grades 4-8

Framework for Teaching Component	Kentucky Teacher Standard	Characteristics of Highly Effective Teaching and Learning	Interstate Teacher Assessment and Support Continuum (InTASC)
1A	Standard 1 Part 1, 1.2, 1.3, 1.4, 2.1, 2.2	Section 5 Characteristic A, 5B, 5D	Standard 4
1B	1.2, 2.2, 3.3, 4.2, 5.4	1C, 4B, 4C	1, 2, 7
1C	1.1, 2.1, 2.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5	1D, 2E, 3I	1
1D	4.3, 4.4, 6.1, 6.3, 6.4	1F, 3F, 4D, 4G	
1E	1.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5, 5.6, 6.1, 6.2	1H, 3A, 3B, 3D, 3E, 4A, 4D, 5C, 5F	1, 4, 7
1F	1.1, 1.5, 2.3, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3	2A, 2B, 2C, 2D	6
2A	1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 6.5	1B	3
2B	3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5	1A, 2F	
2C	3.2, 3.4, 3.5, 4.3, 4.4	1E, 1G	
2D	3.4, 3.5	1G	
2E	4.4, 6.2, 6.3, 6.4	1B	
3A	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.2, 4.1, 4.3, 4.5	3B, 3I	5
3B	3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5.6	3C, 3E, 3G	8
3C	1.3, 2.4, 3.2, 3.3, 3.5, 4.1, 5.6	3H, 5E	1, 3, 4, 5, 8
3D	1.3, 2.3, 3.5, 5.2, 5.4, 5.5, 5.6	1D, 1I, 2A, 2B, 2C, 2D, 2I, 2J	6
3E	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2		5
4A	7.1, 7.2, 7.3, 9.4	2A, 2B, 2C	9
4B			
4C	5.5, 8.1, 8.2, 8.3, 8.4	2G	10
4D	10.1		10
4E	9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3	4F	9
4F	8.1		9, 10
5A			