

# *Gallatin County Schools Certified Personnel Evaluation Plan*

## ***Evaluation Committee Members:***

<b><i>Dorothy Perkins</i></b>	<b><i>Superintendent</i></b>
<b><i>Ray Spahn,</i></b>	<b><i>Assistant Superintendent</i></b>
<b><i>Deb Brown,</i></b>	<b><i>Upper Elementary Principal</i></b>
<b><i>Carmen Gullion,</i></b>	<b><i>Upper Elementary Teacher</i></b>
<b><i>Katie Stewart</i></b>	<b><i>High School Teacher</i></b>
<b><i>Amanda O'Connor</i></b>	<b><i>Lower Elementary Teacher</i></b>

**Developed May 2013**

## **DISTRICT CONTACT PERSON**

**Dr. Dorothy Perkins, Superintendent  
Gallatin County Board of Education  
75 Boardwalk  
Warsaw, Kentucky 41095**

**The Gallatin County School District is an Equal Opportunity Employer**

# *Gallatin County Schools Certified Personnel Evaluation Plan*

## ***Evaluation Committee Members:***

<b><i>Dorothy Perkin,</i></b>	<b><i>Superintendent</i></b>
<b><i>Ray Spahn,</i></b>	<b><i>Assistant Superintendent</i></b>
<b><i>Deb Brown,</i></b>	<b><i>Upper Elementary Principal</i></b>
<b><i>Carmen Gullion,</i></b>	<b><i>Upper Elementary Teacher</i></b>
<b><i>Katie Stewart</i></b>	<b><i>High School Teacher</i></b>
<b><i>Amanda O'Connor</i></b>	<b><i>Lower Elementary Teacher</i></b>

**Developed May 2013**

## **DISTRICT CONTACT PERSON**

**Dr. Dorothy Perkins, Superintendent  
Gallatin County Board of Education  
75 Boardwalk  
Warsaw, Kentucky 41095**

**The Gallatin County School District is an Equal Opportunity Employer**

## **ASSURANCES**

### **CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

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

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

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

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

**All administrators, to include the superintendent and non-tenured teachers will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.**

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

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

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

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

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

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

**The local Board of Education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.**

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

## **GALLATIN COUNTY SCHOOLS CERTIFIED PERSONNEL EVALUATION PROGRAM**

The purpose of the Gallatin County Schools district evaluation program is to improve instruction, provide a measure of performance accountability to citizens and to provide encouragement and incentives for certified employees to improve their performance and to support individual personnel decisions.

**Section 1: All employees required to hold a valid certificate issued by the Kentucky Department of Education in order to perform their function are to be evaluated as follows:**

- (a) All building administrators, counselors, superintendent, not-tenured and tenured teachers shall initially be evaluated under an approved plan.
- (b) The evaluation program will be reviewed annually by the Evaluation Review Committee.

**Section 2: The procedures shall include, but not limited to, the following elements:**

- (a) The immediate supervisor of the certified school employee shall be designated primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's consent area or curriculum content specialists may be incorporated into the formative process for evaluation of teachers, which shall include a pre observation conference, formal observation, and post conference held within (5) working days of the observation.
- (b) All Certified School personnel shall attend a meeting with their immediate supervisor, in which the evaluation plan, documents and the criteria which they are evaluated on are explained and discussed and they have had the opportunity to read. This meeting shall take place no later than the end of the first month of reporting for employment for each school year. All certified personnel are expected to meet the criteria for evaluation and be making satisfactory progress on their growth plan to be considered for continued employment in Gallatin County Schools.
- (c) All monitoring or observation of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. All materials that are to be a part of the employee's record for evaluation shall be initialed and dated by both evaluator and evaluatee. A copy of all evaluation documents will be provided to the evaluatee.
- (d) Unannounced visits to the classroom are not precluded.
- (e) After an initial observation and /or consultation of a new teacher or administrator to the district, an individual professional growth plan is to be established whereby the teacher or administrator is given assistance or enrichment more proficient in his/her job. All certified employees below the level of superintendent shall have a growth plan developed and/or reviewed

by the end of each school year to be implemented or continued in the next school year. The growth plan shall be aligned with school/district improvement plans, all returning teacher or administrator will develop an individual professional growth plan during the summative evaluation and review the plan throughout the year allowing for adjustments to the plan of the observation by the immediate supervisor. A professional growth plan will be developed that aligns with the school improvement plan.

- (f) Upon request of the evaluator or the evaluatee an Assistance Team may be convened. The membership of the Assistance Team will be at the discretion of the evaluator with input from the evaluatee.
- (g) The evaluatee will have an opportunity to respond in writing for all evaluation documents. This written response will be part of the official personnel file.

**Section 3: Evaluation procedures for Non-Tenured Certified personnel shall include the following:**

- (a) All individual pre-observation conferences regarding expectation for both the evaluator and the evaluatee.
- (b) A total of two formal and at least one informal observation will be completed throughout the school year. A post conference shall be held within five (5) working days to go over the observation form. Any new teacher to the district will be observed during the first nine (9) weeks of the start of school, formal observation will be announced and the informal will be unannounced.
- (c) Additional observations may be held at the discretion of the administrator or upon teacher request.
- (d) Summative evaluation forms will be completed by April 15<sup>th</sup> by the principal and discussed with the superintendent. An improvement plan will be filled out for each certified person. All summative conferences will include all evaluation data.
- (e) All teacher or administrator will develop an individual professional growth plan during the summative evaluation and review the plan throughout the year allowing for adjustments to the plan of the observation by the immediate supervisor. A professional growth plan will be developed that aligns with the school improvement plan.

**Section 4: Evaluation procedures for Tenured Certified personnel shall include the following:**

- (a) An individual pre-observation conference regarding the expectation from both the evaluator and evaluatee.
- (b) There will be a formative evaluation of tenure teacher of at least one formal and one informal observation during the three period of time
- (c) Additional observations may be held at the discretion of the administrator or upon teacher request. There will be multiple observations for tenured teachers when an observation is unsatisfactory.

- (d) There will be a summative evaluation of tenured teachers a minimum of once during a three-year period of time.
- (e) All teacher or administrator will develop an individual professional growth plan during the summative evaluation and review the plan throughout the year allowing for adjustments to the plan of the observation by the immediate supervisor. A profession growth plan will be developed that aligns with the school improvement plan.

**Section 5: Summative evaluation and a post conference for all certified personnel being evaluated shall be accomplished before April 15<sup>th</sup> of each year. Evaluation post conference of administrators shall be completed by June 30<sup>th</sup> of each year.**

- (a) Multiple observations shall be conducted with certified employees whose initial observation results are unsatisfactory.
- (b) Evaluation shall occur annually for all Gallatin County Administrators.
- (c) All evaluations shall be on an evaluation form. A summative evaluation will be filled out for each certified person being evaluated.
- (d) All observation and evaluation data shall be documented and included in summative conference.
- (e) The evaluation system shall provide personnel an opportunity for a written response by the certified employee evaluated, to be come part of the official personnel file.
- (f) A copy of the evaluation (except the Superintendent), on approved forms, shall be provided to the person evaluated and become part of their official personnel file.
- (g) With all certified personnel:
  1. The evaluation process is designed to support individual personnel decisions.
  2. A list of performance criteria characteristics and standards has been developed for each job classification. Under each standard, specific indicators that can be observed and recorded are listed.
  3. Evaluation forms shall be specific for each position or job category other forms of observation and pre-observation and post-conferences may be used at discretion of local district.

**Section 6: Corrective Action Plans**

Any formative observation performance criteria standard marked “Does Not Meet” requires the immediate development of an individual corrective action plan. Any performance criteria standard mark “Needs Growth” requires the evaluation and evaluatee to develop a growth plan. A Growth Plan addressing each criterion in which the staff member “Needs Growth” should be collaboratively developed by the evaluator and evaluatee.

The purpose of a corrective action plan continues to be the positive goal of improving instruction. Documented deficiencies are to be discussed in the formative evaluation post-observation conference of staff member who do not “meet” performance standards.

(In order to keep the evaluation process confidential, this plan may not be used as part of the Professional Development process where other staff may have access to the form.)

The specific areas needing improvement as outlined in the corrective action plan should be continually monitored by the evaluator, and the employee should be given documented progress continually monitored by the evaluator. An objective record of the multiple remediation conferences and activities should be kept on the Corrective Action log form. The Corrective Action Log form is provided as a means to keep the records.

### Developing a Plan

Steps in developing a corrective action plan/or a growth plan should include the following:

- Determine the performance area for growth using one or more of the following evaluation data, consolidated plan/school or district goals, or other goals;
- Clearly specify the criteria to be addressed;
- Utilize criteria descriptors to develop the growth objective;
- Identify present stage of development;
- Determine activities/procedures, how they will be documented, and target date/s for activity completion which will allow the employee ample opportunity to demonstrate progress and achievement of goals as well as formal re-evaluation have been established.

The evaluatee's signature on the form indicates only that he/she is aware of the objectives that have been set for achievement. The evaluator or evaluatee may request and have included in the plan for improvement any of the following:

1. Direct assistance by the principal, instructional supervisor, department head and grade level or subject teachers;
2. Development of written objectives for improvements;
3. Suggestions and assistance from other appropriate instructional sources;
4. Professional growth assignments (and/or classes);
5. Visitation by evaluatee to other classrooms for observation: and
6. Assistance by an individual who will work closely with the staff member in question. He/She should be trained in observation/data collections techniques, data analysis, conferencing, and evaluations report writing. The individual, who may make observations and conference with the teacher, operates independently of the evaluator and his/her work is not used in any way by the evaluator.

### Section 7: Appeal of Evaluation

- (a) In accordance with Board Policy 03.18, certified employees who believe they were unfairly evaluated can only appeal following the summative evaluation and shall do so with five (5) working days of receipt of the evaluation.

- (b) For appeals to the local evaluation appeals panel, each local evaluation plan shall provide for the following:
  - (1.) Right to a hearing as to every appeal
  - (2.) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all document that are to be presented to evaluation appeals panel
  - (3.) Right to presence of evaluatee's chosen representative.
- (c) Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Board of Education shall have the opportunity to appeal to the Kentucky Board of Education.

**Section 8: All evaluators shall be trained:**

- (a) Be appropriate and specific to the local district system implemented pursuant to DRS 165.101 (6) and the proper techniques for effectively evaluating Certified personnel; and
- (b) All evaluators have been trained, tested and certified in effective techniques of personnel evaluation.
- (c) Be approved as part of the evaluation plan submitted to the Department of Education.
- (d) The superintendent or his designee shall be responsible for evaluation training and as the contact person for the evaluation plan submitted by the local district.
- (e) The evaluation plan shall be reviewed annually to ensure that the evaluation system is serving the purpose for which it was established. Revisions are to be approved by the State Department of Education.

**Section 9: Superintendent's Professional Growth**

- (a) A person hired for the first time as superintendent of Gallatin County Schools after June 30, 1994, shall have (1) year from the time of employment to successfully complete the assessment, training and testing program provided by the Superintendent Training and Assessment Center. Opportunities for the professional growth of the superintendent will be provided pursuant to KRS 156.111 and 704 KAR 3:406.



**EVALUATION REVIEW**  
**Yearly Staff Review**

I \_\_\_\_\_, have reviewed the Evaluation process  
of the Gallatin County School District with my supervisor on August 12, 2011. I also  
have had the opportunity to read the evaluation plan.

Signed: \_\_\_\_\_

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

# REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

## Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
5A - Student Growth	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Student Growth	5A						
Current Level of Performance for Selected Component:							I      D      A      E

## Part B: Connecting Priority Growth Needs to Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my instruction that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	
---	--

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

## Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

## Part D: Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

# STUDENT GROWTH GOAL SETTING TEMPLATE

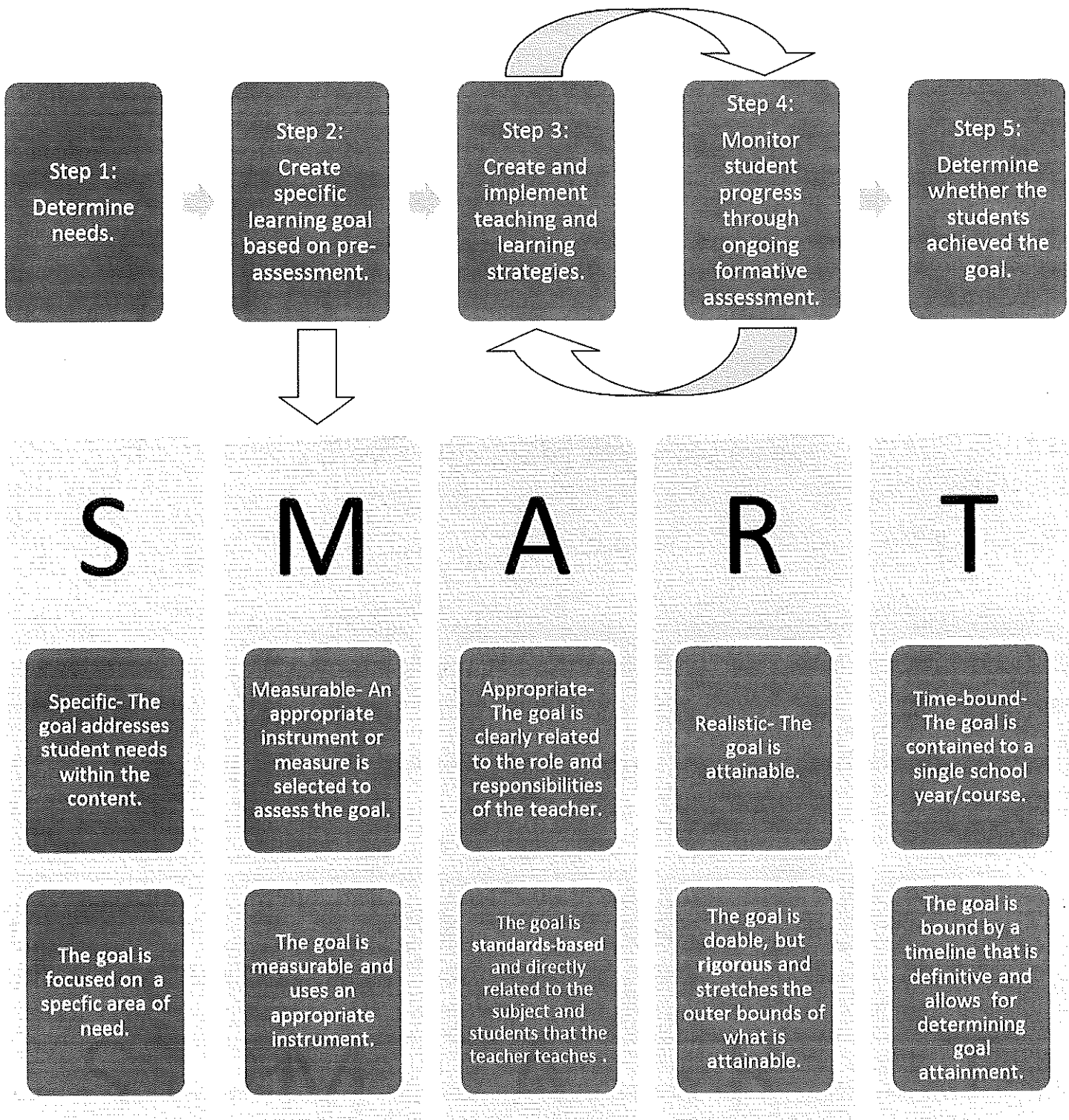
Teacher	
EPSB ID#	
School	
Administrator	

Initial Conference	<b>Content</b> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level?</li> </ul>			
	<b>Context</b> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> </ul>			
	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>Attach supporting data.</li> </ul>			
	<b>Student Growth Goal Statement</b> <ul style="list-style-type: none"> <li>Does my goal meet the SMART criteria?</li> </ul>			
	<b>Strategies for Improvement</b> <ul style="list-style-type: none"> <li>How will I help students attain this goal?</li> <li>Provide specific actions that will lead to goal attainment.</li> </ul>			
Teacher Signature:		Date:	Administrator Signature:	Date:

Mid-Course Review	<b>Collaborative Mid-Course Data Review</b> <ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Attach supporting data</li> </ul>			
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>			
Teacher Signature:		Date:	Administrator Signature:	Date:

Post-Conference	<b>End-of-Year Data</b> <ul style="list-style-type: none"> <li>What does the end of the year data show?</li> <li>Attach data</li> </ul>					
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>Overall, what worked, or what should be refined?</li> </ul>					
	<b>Connection to Framework for Teaching</b>	5A – Student Growth	I	D	A	E
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>					
Teacher Signature:		Date:	Administrator Signature:	Date:		

## STEP-BY-STEP SMART GOAL PROCESS



\*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

# PRE-OBSERVATION DOCUMENT

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

## Preconference (Planning Conference)

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

## OBSERVATION EVIDENCE

Component	Ineffective	Developing	Accomplished	Exemplary
2a Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> <li>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.</li> <li>Teacher does not deal with disrespectful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students rarely demonstrate disrespect for one another.</li> <li>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</li> <li>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</li> <li>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</li> <li>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.</li> </ul>
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2b Establishing a Culture for Learning	<ul style="list-style-type: none"> <li>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.</li> <li>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li> </ul>	<ul style="list-style-type: none"> <li>The classroom culture is characterized by little commitment to learning by teacher or students.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn.</li> <li>Classroom interactions support learning and hard work.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li> <li>The teacher conveys high expectations for learning by all students and insists on hard work.</li> <li>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li> </ul>

Evidence



Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>2c</b> <b>Managing Classroom Procedures</b></p>	<ul style="list-style-type: none"> <li>• Much instructional time is lost through inefficient classroom routines and procedures.</li> <li>• There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.</li> <li>• There is little evidence that students know or follow established routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Some instructional time is lost through only partially effective classroom routines and procedures.</li> <li>• 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.</li> <li>• With regular guidance and prompting, students follow established routines.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little loss of instructional time because of ineffective classroom routines and procedures.</li> <li>• The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</li> <li>• With minimal guidance and prompting students follow established classroom routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional time is maximized because of efficient routine and procedures.</li> <li>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</li> <li>• Routines are well understood and may be initiated by students.</li> </ul>
<p><i>Evidence</i></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
2d Managing Student Behavior	<ul style="list-style-type: none"> <li>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</li> <li>Students challenge the standards of conduct.</li> <li>Response to students' misbehavior is repressive or disrespectful of student dignity</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct appear to have been established, but their implementation is inconsistent.</li> <li>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</li> <li>There is inconsistent implementation of the standards of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Student behavior is generally appropriate.</li> <li>The teacher monitors student behavior against established standards of conduct.</li> <li>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</li> </ul>	<ul style="list-style-type: none"> <li>Student behavior is entirely appropriate.</li> <li>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</li> <li>Teachers' monitoring of student behavior is subtle and preventative.</li> <li>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</li> </ul>
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2e Organizing Physical Space	<ul style="list-style-type: none"> <li>The physical environment is unsafe, or many students don't have access to learning resources.</li> <li>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and essential learning is accessible to most students.</li> <li>The teacher's use of physical resources, including computer technology, is moderately effective.</li> <li>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</li> <li>Teacher makes effective use of physical resources, including computer technology.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and learning is accessible to all students, including those with special needs.</li> <li>Teacher makes effective use of physical resources, including computer technology.</li> <li>The teacher ensures that the physical arrangement is appropriate to the learning activities.</li> </ul>

*Evidence*

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>3a</b> <b>Communicating with Students</b></p>	<ul style="list-style-type: none"> <li>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</li> <li>The teacher's explanation of the content contains major errors.</li> <li>The teacher's spoken or written language contains errors.</li> <li>The teacher's spoken or written language contains errors of grammar or syntax</li> <li>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</li> <li>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</li> <li>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</li> <li>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</li> <li>During the explanation of content, the teacher invites student intellectual engagement.</li> <li>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher links the instructional purpose of the lesson to the students interests, the directions and procedures are clear and anticipate possible student misunderstanding.</li> <li>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest.</li> <li>Students contribute to extending the content and help explain concepts to their classmates.</li> <li>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</li> </ul>
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
<b>3b</b> <b>Using Questioning and Discussion Techniques</b>	<ul style="list-style-type: none"> <li>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li> <li>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li> <li>A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li> <li>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li> <li>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li> </ul>	<ul style="list-style-type: none"> <li>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</li> <li>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</li> <li>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li> <li>Students formulate many questions, initiate topics, and make unsolicited contributions.</li> <li>Students themselves ensure that all voices are heard in the discussion.</li> </ul>
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
<p>3c Engaging Students in Learning</p>	<ul style="list-style-type: none"> <li>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</li> <li>The pace of the lesson is too slow or too rushed.</li> <li>Few students are intellectually engaged or interested.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</li> <li>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li> <li>Students may have some choice in how they complete tasks and may serve as resources for one another.</li> </ul>
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3d Using Assessment in Instruction	<ul style="list-style-type: none"> <li>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li> <li>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students appear to be aware of the assessment criteria; some of them engage in self-assessment</li> <li>Questions, prompts, assessments are used to diagnose evidence of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is fully integrated into instruction through extensive use of formative assessment.</li> <li>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li> <li>Students self-assess and monitor their progress.</li> <li>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</li> <li>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</li> </ul>
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3e Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> <li>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</li> <li>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</li> <li>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</li> <li>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seizes an opportunity to enhance learning, building on a spontaneous even or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</li> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</li> </ul>
Evidence				



**Strengths of the Lesson**

**Areas for Growth**

<b>Teacher Name:</b>		<b>Physical Classroom Layout:</b>
<b>Date:</b>		
<b>Beginning Time:</b>		
<b>Ending Time:</b>		
<b>Number of Students:</b>		
<b>Other General Information:</b>		

[illegible]



# POST-OBSERVATION DOCUMENT

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature\*

Date

Evaluator's Signature

Date

\*Denotes sharing of results, not necessarily agreement with the formative rating

**Gallatin County Schools**  
**Teacher Summative Performance Report**

---

**Directions:** Evaluators should use this form to provide the teacher with his/her summative performance feedback. The teacher should be given a copy of this form at the end of the evaluation cycle. The summative shall include all performance based observations as well as informal observations. All observations are done with the knowledge of the teacher and teacher has all documentation involved in this summative evaluation.

Principal \_\_\_\_\_ School Year (s): \_\_\_\_\_

Teacher \_\_\_\_\_ School Assigned: \_\_\_\_\_

Formal Observation	Date
Pre Conference	
Observation	
Post Conference	

Mini Observations	1 <sup>st</sup> Date	2 <sup>nd</sup> Date
Pre Conference		
Observation		
Post Conference		

**Domain 1: Planning and Preparation**

Domain	Exemplary	Accomplished	Developing	Ineffective
1A - Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B – Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C – Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D – Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E – Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F – Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

**Gallatin County Schools**  
**Teacher Summative Performance Report**

---

**Domain 2: Classroom Environment**

Domain	Exemplary	Accomplished	Developing	Ineffective
2A - Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B - Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C - Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D - Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E - Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

























**Domain 3: Instruction**

Domain	Exemplary	Accomplished	Developing	Ineffective
3A - Communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B - Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C - Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D - Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E - Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				





**Gallatin County Schools**  
**Teacher Summative Performance Report**

---

**Domain 4: Professional Responsibilities**

Domain	Exemplary	Accomplished	Developing	Ineffective
<b>4A - Reflecting on Teaching</b>				
<b>4B - Maintaining Accurate Records</b>				
<b>4C - Communicating with Families</b>				
<b>4D - Participating in a Professional Community</b>				
<b>4E - Growing and Developing Professionally</b>				
<b>4F - Showing Professionalism</b>				
<b>Comments:</b>				

**Domain 5: Student Growth**

Domain	Exemplary	Accomplished	Developing	Ineffective
<b>5A – Student Growth</b> <ul style="list-style-type: none"> <li>• Student Growth Goal Setting Results</li> <li>• Rigorous Student Growth Goals</li> <li>• Student Growth Goal Setting Process Fidelity</li> </ul> Student Growth Percentiles				
<b>Comments:</b>				

**Gallatin County Schools**  
**Teacher Summative Performance Report**

---

**Commendations**

DOMAIN	Comments

**Developing Domains – To be part of Professional Growth Plan**

(A Growth Plan addressing each domain in which the staff member is “developing” should be collaboratively developed by the evaluator and evaluatee).

DOMAIN	Component

**Ineffective: - Corrective Action Plan Required (See Developing Corrective Action Plan pg. 6 of The Gallatin County School Evaluation Plan).**

(Corrective Action Plans should be kept confidential)

Domain	Component



**Gallatin County Schools**  
**Teacher Summative Performance Report**

---

- ☐ Recommended for continued employment.
- ☐ Recommended for development & Review of Professional Growth Plan. (One or more Domains are *Developing*)
- ☐ Recommended for placement on a *Corrective Action Plan*. (One or more Domains are *Ineffective* )
- ☐ Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Corrective Action Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Evaluator's Name

Teacher' Name

\_\_\_\_\_

\_\_\_\_\_

Evaluator's Signature

Teacher's Signature (*Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.*)

\_\_\_\_\_

\_\_\_\_\_

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

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

**GALLATIN COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIA SPECIALIST**

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade \_\_\_\_\_ Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

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

**STANDARDS PERFORMANCE CRITERIA**

<b>Standard 1: Demonstrates Proficiency In The Management and Administration of the Library Media Center</b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
1.1.Plans long-range goals of the library media center program with faculty, administration, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.Administers the budget according to the goals and objectives of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5.Assists in developing library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.Administers a library media program that utilizes flexible access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7.Develops plans for maintaining a technologically current facility and program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8.Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), Latest edition Dewey or Library of Congress, MARC format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9.Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.10. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**GALLATIN COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIAL SPECIALIST  
STANDARDS PERFORMANCE CRITERIA**

<b>Standard 1:Demonstrates Proficiency In The Management and Administration of the Library Media Center</b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
1.11.Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.12.Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.13.Is responsible for the proper use of the facility, materials, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.14.May plan and/or participate in special projects or proposals, e.g. book fairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.15.Trains and supervises volunteers and student helpers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 2: Provides Exemplary Resources Through Collection Development</b>					
2.1.Follows the district approved selection policy which includes a procedure for the reconsideration of materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.Possess broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.Maintains a professional collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.Keeps a card or automated catalog current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7. Maintains statistical records and shelf needed to verify collection of the library media center holdings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.8.Makes general repairs, weeds collection, and takes annual inventory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**GALLATIN COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIAL SPECIALIST  
STANDARDS PERFORMANCE CRITERIA**

<b>Standard 3: Provides Effective Library Media Services</b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
3.1.Exercises a leadership role and serves as a catalyst in ensuring the library medial center is central to instructional program of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.Maintains flexible use of the library media center is central to the instructional program of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3.Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4.Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5.Provides training to staff in use of new materials, technology and equipment, demonstrating practical applications for curriculum connections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6.Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7.Assists faculty in the selection of materials to supplement classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8. Establishes positive rapport with staff, students, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9.Makes the library medial center and its resources accessible to students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.10.Provides orientation for new faculty and students, formally and informally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.11.Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.12.Facilitates the circulation of materials among schools in the district or with other agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.13.Is available as a personal resource for all students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.14.Provides the resources and promotes recreational reading for the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**GALLATIN COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIAL SPECIALIST  
STANDARDS PERFORMANCE CRITERIA**

Standard 4: Enables students to become Effective Information Users	EXCEEDS	MET	NEEDS GROWTH	DOES NOT MEET	PROFESSIONAL GROWTH/COMMENTS
4.1.Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2.Informally evaluates individual and group needs and provides appropriate learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3.Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4.Provides for independent and cooperative group learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5.Guides students in the selection of appropriate resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7.Promotes appreciation of various forms of literature emphasizing the highest quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.8.Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.9.Incorporates the use of technology in accessing information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.10.Assists students in the use of multimedia for projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard 5: Assumes Responsibility for Professional Growth Practices					
5.1.Follows the school's policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2.Promotes compliance with the copyright law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3.Handles concerns of others in a positive and professional manner in order to protect the users rights to privacy and confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4.Attends local professional growth activities and meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**GALLATIN COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIAL SPECIALIST  
STANDARDS PERFORMANCE CRITERIA**

<b>Standard 5: Assumes Responsibility for Professional Growth Practices</b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
5.5.Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6.Demonstrates punctuality and good attendance for all duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.7.Adheres to school board policies and administrative procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.8.Adheres to the State Professional Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.1.Operates a multimedia computer and peripherals to install and use a variety of software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2.Uses terminology related to computers and technology appropriately in written and verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3.Demonstrates knowledge of the use of technology in business, industry, and society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4.Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5.Creates multimedia presentations using scanners, digital cameras, and video cameras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6.Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.7.Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.9.Designs lessons that use technology to address diverse student needs and learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.10. Practices equitable and legal use of computers and technology in professional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.11.Facilitates the lifelong learning of self and others through the use of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**GALLATIN COUNTY PUBLIC SCHOOLS  
OPTIONAL SELF-ASSESSMENT  
FOR LIBRARY MEDIAL SPECIALIST  
STANDARDS PERFORMANCE CRITERIA**

<b>Standard 6: Demonstrates Implementation of Technology</b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
6.12.Explores, uses, and evaluates technology resources: software, applications, and related documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.13.Applies research-based instructional practices that use computers and other technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.14.Uses computers and other technology for individual, small group, and large group learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.15.Uses technology to support multiple assessments of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.16.Instructs and supervises students in the ethical and legal use of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_

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

**GALLATIN COUNTY PUBLIC SCHOOLS**  
**FORMATIVE PERFORMANCE OBSERVATION-LIBRARY MEDIA SPECIALIST**

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

- |                          |                        |
|--------------------------|------------------------|
| <input type="checkbox"/> | Exceeds Standard       |
| <input type="checkbox"/> | Meets Standard         |
| <input type="checkbox"/> | Needs Growth           |
| <input type="checkbox"/> | Does Not Meet Standard |

**Evidence:**

1.1.Plans long-range goals of the library media center program with faculty, administration, and students. 1.2.Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program. 1.3.Administers the budget according to the goals and objectives of the program. 1.4.Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center. 1.5.Assists in developing library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology. 1.6.Administers a library media program that utilizes flexible access. 1.7.Develops plans for maintaining a technologically current facility and program. 1.8.Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), Latest edition Dewey or Library of Congress, MARC format. 1.9.Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities. 1.10. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses. 1.11.Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty. 1.12.Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways. 1.13.Is responsible for the proper use of the facility, materials, and equipment. 1.14.May plan and/or participate in special projects or proposals, e.g. book fairs. 1.15.Trains and supervises volunteers and student helpers.

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

- |                          |                        |
|--------------------------|------------------------|
| <input type="checkbox"/> | Exceeds Standard       |
| <input type="checkbox"/> | Meets Standard         |
| <input type="checkbox"/> | Needs Growth           |
| <input type="checkbox"/> | Does Not Meet Standard |

**Evidence:**

2.1.Follows the district approved selection policy which includes a procedure for the reconsideration of materials. 2.2.Possess broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum. 2.3.Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations. 2.4.Maintains a professional collection. 2.5.Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy 2.6.Keeps a card or automated catalog current. 2.7. Maintains statistical records and shelf needed to verify collection of the library media center holdings. 2.8.Makes general repairs, weeds collection, and takes annual inventory.



### Standard 3: Provides Effective Library Media Services

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

#### Evidence:

3.1.Exercises a leadership role and serves as a catalyst in ensuring the library medial center is central to instructional program of the school. 3.2.Maintains flexible use of the library media center is central to the instructional program of the school. 3.3.Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers. 3.4.Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum. 3.5.Provides training to staff in use of new materials, technology and equipment, demonstrating practical applications for curriculum connections. 3.6.Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials. 3.7.Assists faculty in the selection of materials to supplement classroom instruction. 3.8. Establishes positive rapport with staff, students, and community. 3.9.Makes the library medial center and its resources accessible to students and faculty. 3.10.Provides orientation for new faculty and students, formally and informally. 3.11.Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services. 3.12.Facilitates the circulation of materials among schools in the district or with other agencies. 3.13.Is available as a personal resource for all students and faculty. 3.14.Provides the resources and promotes recreational reading for the school community.

### Standard 4: Enables students to become Effective Information Users

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

#### Evidence:

4.1.Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations. 4.2.Informally evaluates individual and group needs and provides appropriate learning experiences. 4.3.Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct. 4.4.Provides for independent and cooperative group learning. 4.5.Guides students in the selection of appropriate resources. 4.6.Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments. 4.7.Promotes appreciation of various forms of literature emphasizing the highest quality. 4.8.Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication. 4.9.Incorporates the use of technology in accessing information. 4.10.Assists students in the use of multimedia for projects.

### Standard 5: Assumes Responsibility for Professional Growth Practices

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

Evidence:

5.1.Follows the school's policies and procedures. 5.2.Promotes compliance with the copyright law. 5.3.Handles concerns of others in a positive and professional manner in order to protect the users rights to privacy and confidentiality. 5.4.Attends local professional growth activities and meetings. 5.5.Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field. 5.6.Demonstrates punctuality and good attendance for all duties. 5.7.Adheres to school board policies and administrative procedures. 5.8.Adheres to the State Professional Code of Ethics.

### Standard 6: Demonstrates Implementation of Technology

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

Evidence:

6.1.Operates a multimedia computer and peripherals to install and use a variety of software. 6.2.Uses terminology related to computers and technology appropriately in written and verbal communication. 6.3.Demonstrates knowledge of the use of technology in business, industry, and society. 6.4.Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations. 6.5.Creates multimedia presentations using scanners, digital cameras, and video cameras. 6.6.Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction. 6.7.Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction. 6.8. Requests and uses appropriate assistive and adaptive devices for students with special needs. 6.9.Designs lessons that use technology to address diverse student needs and learning styles. 6.10. Practices equitable and legal use of computers and technology in professional activities. 6.11.Facilitates the lifelong learning of self and others through the use of technology. 6.12.Explores, uses, and evaluates technology resources: software, applications, and related documentation. 6.13.Applies research-based instructional practices that use computers and other technology. 6.14.Uses computers and other technology for individual, small group, and large group learning activities. 6.15.Uses technology to support multiple assessments of student learning. 6.16.Instructs and supervises students in the ethical and legal use of technology.

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-Media Specialist**  
**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	Awareness Preparation Implementation Refinement  <b>Documentation:</b> Reflect Product Demonstration Observation				
Consolidated Plan: Academic Performance Learning Environment Efficiency Other: _____ Professional Development: See Reverse Side					

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

<b>Individual Growth Plan Developed:</b>		<b>Midterm Progress Check:</b>	
Employee's Signature _____	Date _____	Comments:	
Supervisor's Signature _____	Date _____	Employee's Signature _____	Date _____
<b>Annual Review:</b> Achieved    Revised    Continued		Supervisor's Signature _____	Date _____
Employee's Signature _____		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 LIBRARY MEDIA SPECIALIST

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

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

### Ratings:

#### Library Media Specialist Standards:

	Exceeds	Meets	*Does Not Meet	Comments
1. Demonstrates Proficiency in Management & Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides Exemplary Resources Through Collection Dev	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides Effective Library Media Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Enables students to become Effective Information Users	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assumes Responsibility for Professional Growth Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 library media specialist standards for re-employment
- ☐ Does not meet library media specialist 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. Demonstrates Proficiency in Management & Administration**

**2. Provides Exemplary Resources Through Collection Development**

**3. Provides Effective Library Media Services**

**4. Enables students to become Effective Information Users**

**5. Assumes Responsibility for Professional Growth Practices**

**6. Demonstrates Implementation of Technology**

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

Evaluatee/Observee \_\_\_\_\_ Content Area \_\_\_\_\_ Grade \_\_\_\_\_

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

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

**STANDARDS PERFORMANCE CRITERIA**

<b>Standard 1: <i>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.</i></b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
<b>A. Collaboratively develop and implement a shared vision and mission</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Create and implement plans to achieve goals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Promote continuous and sustainable improvement .</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Monitor and evaluate progress and revise plans</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_

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



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

<b>Standard 2:</b> <i>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.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.</b> Nurture and sustain a culture of collaboration, trust, learning, and high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.</b> Create a comprehensive, rigorous, and coherent curricular program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.</b> Create a personalized and motivating learning environment for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.</b> Supervise instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E.</b> Develop assessment and accountability systems to monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>F.</b> Develop the instructional and leadership capacity of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G.</b> Maximize time spent on quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>H.</b> Promote the use of the most effective and appropriate technologies to support teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>I.</b> Monitor and evaluate the impact of the instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_ School Year: \_\_\_\_\_

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

<b>Standard 3: <i>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.</i></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A. Monitor and evaluate the management and operational systems.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Promote and protect the welfare and safety of students and staff.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Develop the capacity for distributed leadership.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Ensure teacher and organizational time is focused to support quality instruction and student learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_ School Year: \_\_\_\_\_

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

<b>Standard 4:</b> <i>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.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.</b> Collects and analyze data and information pertinent to the educational environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.</b> Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.</b> Build and sustain positive relationships with families and caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.</b> Build and sustain productive relationships with community partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_

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

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

<b>Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
<b>A. Ensure a system of accountability for every student's academic and social success.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Safeguard the values of democracy, equity, and diversity.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Consider and evaluate the potential moral and legal consequences of decision-making.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E. Promote social justice and ensure that individual student needs inform all aspects of schooling.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_

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

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

<b>Standard 6: <i>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i></b>	<b>EXCEEDS</b>	<b>MET</b>	<b>NEEDS GROWTH</b>	<b>DOES NOT MEET</b>	<b>PROFESSIONAL GROWTH/COMMENTS</b>
<b>A. Advocate for children, families, and caregivers.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Act to influence local, district, state, and national decisions affecting student learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Adheres to the State Professional Code of Ethics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Demonstrates Punctuality and good attendance for all duties</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluatee Name: \_\_\_\_\_

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

GALLATIN COUNTY PUBLIC SCHOOLS  
FORMATIVE PERFORMANCE OBSERVATION--ADMINISTRATOR

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-curricula 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: 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.*

- |                          |                        |
|--------------------------|------------------------|
| <input type="checkbox"/> | Exceeds Standard       |
| <input type="checkbox"/> | Meets Standard         |
| <input type="checkbox"/> | Needs Growth           |
| <input type="checkbox"/> | Does Not Meet Standard |

**Evidence:**

**Functions:**

A. Collaboratively develop and implement a shared vision and mission. B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. C. Create and implement plans to achieve goals. D. 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.*

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

Evidence:

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. B. Create a comprehensive, rigorous, and coherent curricular program. C. Create a personalized and motivating learning environment for students. D. Supervise instruction. E. Develop assessment and accountability systems to monitor student progress. F. Develop the instructional and leadership capacity of staff. G. Maximize time spent on quality instruction. H. Promote the use of the most effective and appropriate technologies to support teaching and learning. I. Monitor and evaluate the impact of the instructional program.

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.*

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

Evidence:

Functions:

A. Monitor and evaluate the management and operational systems. B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. C. Promote and protect the welfare and safety of students and staff. D. Develop the capacity for distributed leadership. E. 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.*

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

Evidence:

Functions:

A. Collects and analyze data and information pertinent to the educational environment. B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. C. Build and sustain positive relationships with families and caregivers. D. 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.*

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

Evidence:

Functions:

A. Ensure a system of accountability for every student's academic and social success. B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. C. Safeguard the values of democracy, equity, and diversity. D. Consider and evaluate the potential moral and legal consequences of decision-making. E. 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.*

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

Evidence:

Functions:

A. Advocate for children, families, and caregivers. B. Act to influence local, district, state, and national decisions affecting student learning. C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. Adheres to the State Professional Code of Ethics. Demonstrates Punctuality and good attendance for all duties.

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-Administration**  
**STATE REQUIRED 21 HOURS/Per Year (EILA)**

DATE \_\_\_\_\_ NAME \_\_\_\_\_ WORK SITE : \_\_\_\_\_ School Year Initiated \_\_\_\_\_

PROGRAM/SUBJECT/GRADE

Area for Growth (from Consolidated Plan/PD plan/Administrative 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				
Consolidated Plan: Academic Performance Learning Environment Efficiency Other: _____	<b>Documentation:</b> 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 \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Annual Review:**      Achieved      Revised      Continued

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_