

HARDIN COUNTY SCHOOLS
HELPING CHILDREN SUCCEED

**Hardin County Schools
Certified Evaluation Plan
May 2014**

Hardin County Schools Certified Evaluation Plan Committee

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ASSURANCES-- CERTIFIED EVALUATION PLAN

The Hardin 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 (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP 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 the 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 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 will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

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

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

Professional Growth and Effectiveness System – Certified Teacher

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

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Appeals:** a process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation
3. **CIITS:** Commonwealth Instructional Improvement Technology System—state platform for recording and sharing instructional resources, assessment data, and PGES records
4. **Conference:** a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans and/or student growth goal plans.
5. **Educator Development Suite (EDS):** tools located within CIITS to assist teachers and administrators with documentation related to PGES.
6. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
7. **Evaluated:** District/School personnel that is being evaluated
8. **Evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon pre-determined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans and student growth goals.
9. **Evaluation Committee:** a committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
10. **Evaluation Plan:** a plan which includes evaluation forms and procedures. The procedures shall provide for all components of the Professional Growth and Effectiveness System including observations, professional growth planning, student growth goals, and student voice. Both the plan and procedures must be approved by the Kentucky Board of Education.
11. **Framework for Teaching:** research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities
12. **Full Observation:** an observation conducted by an employee's supervisor that includes an entire class period or lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.
13. **Mini Observation:** an observation conducted by an employee's supervisor or a peer that can range from 15-30 minutes of a lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.
14. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
15. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator

data, and school/district data, is produced in consultation with the evaluator

16. **Professional Learning Community (PLC):** a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
17. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
18. **Student Growth Goal (SGG):** a local student growth goal developed by the teacher in collaboration with the supervisor that will have a clear purpose, clear targets, sound design, effective communication and student involvement. All teachers will develop a local student growth goal.
19. **Student Growth Percentile (SGP):** the state contribution for student growth that is a rating based on each student's rate of change compared to other students with a similar test score history. Only provided for teachers who teach reading or math in grades 4-8.
20. **Student Voice:** the state-approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.
21. **Summative Evaluation:** the summary and analysis of all data, including but not limited to observations, student voice data, student growth goal data, self-reflection, and evidence collected by teacher. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties.
22. **Teacher:** an individual who has been assigned responsibility for student learning in a subject or course.

Orientation

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

This annual review shall be an explanation of the contents of the evaluation plan handbook, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

The Kentucky Framework for Teaching

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

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

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

Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Percentiles and/or Student Growth Goals
- Other Measures of Student Learning
- Products of Practice
- Other Sources (e.g., surveys)

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

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in CIITS.
- Self-reflection process will be completed by September 1st of each year. For employees hired after the start of the school year, the self-reflection must be completed within 15 working days.
- Professional Growth Plans will be submitted to supervisor through CIITS by October 1st each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 working days.
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31st each year. For employees hired after the start of the school year, the supervisor will have 10 working days to approve the professional growth plan after it is submitted by the employee.
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the growth plan through CIITS. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on page 22 of the Certified Evaluation Plan.

Observation

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

Observation Model

- Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.
- Observers will conduct three mini observations of approximately 15-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. One of the mini observations will be conducted by a peer observer. The final observation is a formal observation consisting of a full class or lesson observation.

● Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Pre-observation conferences are required for the peer observation and the full observation. Pre-conferences may be conducted for the other two mini observations if requested by the evaluator or evaluatee.
- Pre-observation conferences with the supervisor may be conducted in person, or submitted electronically through e-mail or other electronic platforms.
- Pre and post conferences for the peer observation must be conducted in-person or through a platform that allows visual and/or auditory discussion (i.e. phone, Lync, FaceTime, etc.). Peer observation conferences should not be completed through e-mail or other written electronic platforms.
- Pre-observation conferences will be documented using the district approved pre-observation form.
- The observer will complete data entry into CIITS within three (3) working days of the observation.
- All observations (including peer observations) will include a post-observation conference to be conducted within five (5) working days.
- The post-observation conference will be documented using the district approved post observation form.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. During the summative conference, the evidence from all observations will be reviewed so that an overall performance rating can be determined for domains two and three of the Framework for Teaching.
- A summative report shall be printed from CIITS at the conclusion of the summative conference and signed by both the evaluator and evaluatee. The summative report shall be included in the district teacher personnel file. (704 KAR 3:345). The evaluatee will also be provided a copy of the summative report.

Observation Schedule

- Observations may begin 30 days after the first day of teacher employment.
 - Timeline for when observations must be completed:
 - First Observation Window: September 1st -October 15th
 - Second Observation Window: October 16th -December 1st
 - Third Observation Window: December 2nd -February 15th
 - Fourth Observation Window: February 16th -April 1st
- **Observation windows may be altered by Director of Evaluation and Benefits if needed due to inclement weather days. All observations must be completed by April 1st of a school year.**
- **Peer observation is to be completed during second observation window for non-tenured teachers and teachers on a one-year growth plan cycle. The peer observation may occur during the first, second, or third window for tenured teachers on a three-year growth plan cycle.**
- Tenured teachers on a three-year growth plan cycle will have one mini observation the first year, one mini observation the second year, and the full observation AND peer observation during the third year of their cycle.
 - Non-tenured teachers and teachers on a one-year growth plan or 12-month improvement plan will have two mini observations by their supervisor, one mini observation by a peer and a full observation by their supervisor each year until they are tenured or return to a three-year growth plan cycle.
 - Teachers hired after the start of the school year will have a pro-rated number of observations based on their hire date. The Director of Evaluation and Benefits will determine the number of observations to be completed based on the number of days of employment and the available observation windows for the district. The minimum will be one peer observation and one full observation for all new teachers hired after the start of the school year.

Observer Certification

To ensure consistency of observations, evaluators must complete the Teachscape Proficiency Observation Training, the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are 3 sections of the proficiency system:

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

Additionally, all new administrators shall be initially trained, tested, and certified according to state guidelines, including training by the district in the use of the local evaluation process. (704 KAR 3:345, Section 6)

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

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

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

TeachScape Support System for Administrators

Initial Support	Support for Second Attempt	Support for Third Attempt
All new evaluators will participate in a cohort group to prepare for the proficiency exam. The cohort may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules and exam; study guides; group discussions	Assign mentor who has passed the proficiency test. The mentor may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules; study guides; discussion groups; in-person modeling.	Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor until the proficiency exam is passed. Both the observer and the supervisor shall be present during observations. Continue mentor supports

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures

ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice.

- The district will provide access to the state approved training platform for evaluators each year for calibration purposes. An annual calibration training will be provided by the district to ensure rating accuracy among all certified evaluators.

Peer Observation

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

- All teachers will receive a peer observation in their summative year. Peer observations will be mini observations (15-30 minutes)
- All Peer Observers participating during the summative year observations will complete the state developed training once every three (3) years. Peer observation training must be completed prior to conducting any observations. Teachers completing the training should submit a copy of the completion certificate or sign a training log kept by the administrator for verification purposes.
- All required peer observations must be documented in CIITS. Peer observers are assigned in CIITS by the building administrator.
- Peer observers will be selected at school level by the primary evaluator. Building administrators may choose to have all teachers participate as peer observers OR they may create a pool of observers for peer observation. Peer observers will be assigned by the evaluator.
- Teachers may request that their peer observation be conducted by a teacher trained in the teacher's content area. The selection of the peer observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator no later than October 15 of the academic year in which the peer observation occurs. If the evaluator and evaluatee have not agreed upon the selection of a peer observer within five (5) working days of the teacher's written request, the evaluator shall select the peer observer.

Student Voice

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

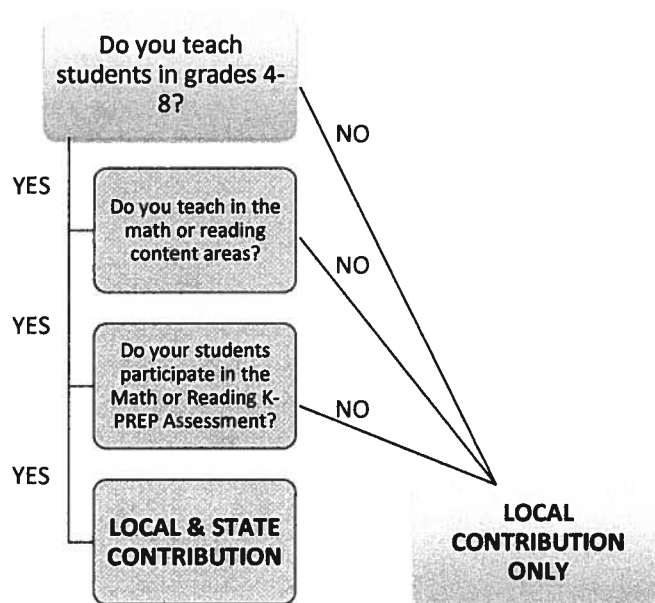
- The District Student Voice Survey Point of Contact will be the Director of Assessment. Each building will also appoint a Building Student Voice Survey Point of Contact. If no contact is appointed at the school level, the principal will be the Building POC.
- No student will participate in more than THREE surveys.
- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students. Each teacher with multiple class sections (i.e. high school, middle school, related arts, etc.) will have at least ONE identified groups of students (class sections) complete the Student Voice Survey. Self-contained teachers (i.e. elementary school teachers) will have their homeroom students complete the survey. Special education teachers may choose to have students on their caseload complete the student voice survey OR they may choose to have a class of students complete the survey who work with the teacher in a co-teaching setting. Building principals will determine the class period(s) that complete the survey. (For example, a high school principal may determine that all 2nd period classes and 4th period classes complete the survey to assure that all teachers have at least ONE class section of data. An elementary school principal may determine that classes take the survey at 8:30 AM and 1:30 PM.)
- Students will not be denied the ability to participate in the student voice survey due to disability or special need (i.e. English Language Learner, 504 plan, etc.) Students may have the same accommodations afforded to them on the student voice survey as they would have during state testing (i.e. reader, prompting, paraphrasing, etc.). The student's accommodations will be provided by someone other than the teacher about whom the student is answering the survey.
- Results will be used to inform Professional Practice. Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time during the month of March each year. All surveys will be conducted during the state-determined window(s).
- The survey will be administered in the school.
- Survey data will only be considered when 10 or more students are respondents.
- Parents/guardians will be given the option to have their child(ren) not participate in the student voice survey. All parents/guardians who mark "NO" on the district certification statement for the item, "Periodically students may be asked to voluntarily participate in anonymous surveys to determine student programming and evaluate programs. I grant permission for my child to participate in anonymous surveys addressing school safety concerns," will exempt their child from the Student Voice Survey. Additionally, a parent permission letter will be sent home with information regarding the student voice survey and giving parents/guardians the option of having students to not participate.

Student Growth

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

- 4th – 8th Grade
- Reading
- Math

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



State Contribution – Student Growth Percentiles (SGP)

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

Local Contribution – Student Growth Goals (SGG)

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

Student Growth Goal Criteria

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG includes both a growth component and a proficiency component.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- The data for SGGs will only be collected on students who are enrolled in a teacher's course/class for 100 instructional days or 60% of the course term.
- **All teachers will write a student growth goal based on the criteria. Student Growth Goals will be submitted to principals in CIITS by October 1st of each school year.**

Rigor

- Rigor will be assessed for each student growth goal using a district-defined checklist. The checklist will be completed by the teacher and principal collaboratively. The checklist will include checking each student growth goal to determine if the goal is Specific, Measurable, Appropriate, Realistic, and Time-Bound. Additionally, each goal will be checked to determine if it aligns to an enduring skill, process, understanding or concept that students are expected to know and if it is appropriate for the identified group of students. Finally, each goal will be checked to determine if it includes both a growth component and a proficiency component. Goals that do not meet all required parts of the checklist will be sent back to the teacher for review before being approved in CIITS. All student growth goals will be checked for rigor by the supervisor by October 31st of the academic year.

Comparability

- Administration Protocol
 - In order for student growth goals to be comparable across schools and the district, teachers will meet in Professional Learning Communities to analyze data from district assessments and/or create common assessments for the purpose of gathering baseline and continuous data. Baseline data and continuous data can come from multiple sources including, but not limited to Measures of Academic Progress (MAP), STAR assessments, teacher-created assessments, Literacy Design Collaborative (LDC) tasks, Math Design Collaborative (MDC) tasks, End of Course assessments, and K-PREP data. Teacher-created assessments will be based upon the state and/or national standards for the teacher's content area. When teachers do not have a school-level Professional Learning Community, the teacher may consult with other professionals in the district or state with similar content to create and/or analyze data. These consultations may take place in person or through the use of technology.
- Scoring Process

In order for assessments to be comparable, teachers will score common assessments using percentage of items answered correctly. A pre-test and post-test model will be utilized.

Determining Growth for a Single Student Growth Goal

Decision Rules for Local Student Growth Goals:

- Each student growth goal has TWO components: growth and proficiency.
- For the growth component:

90%-100% of students show measurable growth as written in the student growth goal=Expected
Less than 90% of students show measurable growth as written in the student growth goal=Low

- For the proficiency component:
Interval constraints will be plus/minus 10% of the goal=Expected
Above the interval constraints=High
Below the interval constraints=Low

- Combine growth component and proficiency component using the chart below to determine student growth goal rating for that academic year.

Growth Component	Expected	Expected	Expected	High
	Low	Low	Expected	Expected
		Low	Expected	High
		Proficiency Component		

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains.

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans

Other Possible Sources of Evidence may include:

- ☐ Program Review evidence
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student data records
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher reflections and/or self-reflections
- ☐ teacher interviews
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher attendance
- ☐ video lessons
- ☐ engagement in professional organizations
- ☐ action research
- ☐ Other evidence as deemed appropriate by school or district

Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Determining the Overall Performance Category

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

Rating Professional Practice

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

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

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS.
- A summative report will be printed from CIITS and signed by both the supervisor and the employee. A copy of the signed summative report will be placed in the employee's district personnel file. A copy of the summative report will also be given to the evaluatee.

Rating Overall Student Growth

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

- SGG and SGP(when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating. When three years of data are not available, the data that is available will be used to make the final determination.
- To determine overall student growth rating, each rating for SGG and SGP(where available) from the past three years will be given a numerical weighting.
Low=1
Expected=2
High=3
- The total rankings will be averaged from the previous three years (if available) and applied to the following scale.

Ranking	Average Score
Low	1.0-1.49
Expected	1.5-2.49
High	2.5-3.0

Determining the Overall Performance Category

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

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decisions Rules for determining an educator's Professional Practice. When state decision rules will not work using the chart below, the supervisor will make the final rating using professional judgment.

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Use Local Student Growth Goal instrument to determine overall Student Growth Rating. (See directions in Rating Overall Student Growth section on page 15).

Ranking	Average Score
Low	1.0-1.49
Expected	1.5-2.49
High	2.5-3.0

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

STATE-DEFINED DECISION RULES

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF...	THEN/...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH TREND RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

		TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goal set by educator with evaluator input One goal must focus on low outcome Formative review annually 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative review annually Summative occurs at the end of year 3. 	
	ACCOMPLISHED			
	DEVELOPING	ONE-YEAR DIRECTED CYCLE <ul style="list-style-type: none"> Goal Determined by Evaluator. Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low performance or outcomes. Plan activities designed by educator with evaluator input. Formative Review annually. 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goal set by educator with evaluator input One goal must focus on low outcome Formative review annually
	INEFFECTIVE	UP TO 12 MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goal Determined by evaluator Focus on low performance area Summative at end of plan 	ONE-YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal Determined by Evaluator Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan 	
		LOW	EXPECTED	HIGH
		STUDENT GROWTH		

Improvement Plans/Corrective Action Plans

A corrective action plan may be written at any time during the school year, but must be written when an evaluatee falls into the "Up to 12-month improvement plan" box in the chart above. No more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans and/or improvement plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action/improvement plans will be documented on the district approved form.

After a conference with the evaluatee, the evaluator will send a copy of the plan to the Director of Evaluation and Benefits. The Director will be responsible for informing the Superintendent of all persons on a Corrective Action/Improvement Plan.

Professional Growth and Effectiveness System – Principal and Assistant Principal

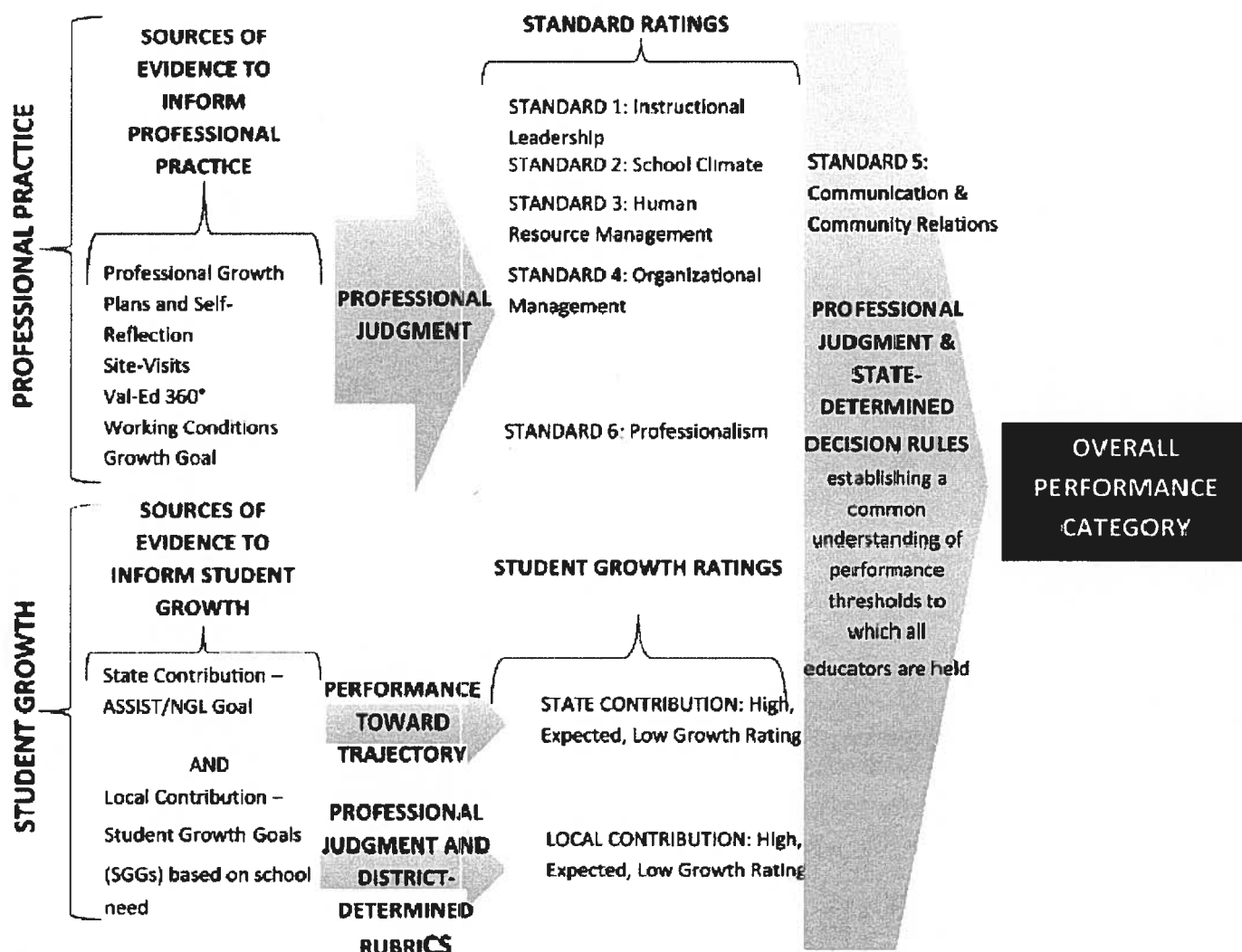
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **ASSIST:** The Adaptive System of School Improvement Support Tools (ASSIST™) is a web-based platform designed to broaden and sharpen thinking about continuous improvement, performance and accreditation.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluated:** District/School personnel that is being evaluated
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
7. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
8. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
9. **Working Condition Goal:** a goal, set by administrators every two years, using data from the state approved working conditions survey, for the purpose of school improvement.

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

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



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

Principal Performance Standards

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

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

Sources of Evidence—PPGES

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

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

- Evaluators may use the following categories of evidence in determining overall ratings:
 - Other Measures of Student Learning
 - Products of Practice
 - Other Sources (e.g. surveys)

Professional Practice

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

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

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

- All principals will participate in self-reflection each year by September 1st. For principals hired after the start of the school year, the self-reflection must be completed within 15 working days.
- All assistant principals will participate in self-reflection each year by September 1st. For assistant principals hired after the start of the school year, the self-reflection must be completed within 15 working days.
- All professional growth plans will be submitted no later than 30 working days after state testing data becomes available. Since principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For principals hired after the release of state testing data, the principal must submit a professional growth plan within 15 working days.

Site-Visits – completed by supervisor of principal and Formative Conferences with assistant principals

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31st of the school year. Second site visit will be conducted prior to May 1st of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the completion of the district approved site visit form, which includes connectivity to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal using the district-approved Principal PGES Site visit form for the purpose of reflecting on current practice and making next step goals.

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

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

Conducted at least once every two years in the school year that TELL Kentucky is not administered.

Connection to the Principal Performance Standards

Principals will refer to the crosswalk between the VAL-ED Core Components and Key Processes and the Principal Performance Standards. This will help a principal to identify the performance standards in which he/she needs to grow and will be used as a data source in the development of the Principal Professional Growth Plan.

VAL-ED ROLE GROUPS

District Administrator – The Director of Evaluation and Benefits will oversee and monitor the implementation of VAL-ED 360 and coordinate the survey at all schools. The role of the district administrator is to oversee and monitor the implementation of the VAL-ED 360 process, including the distribution of teacher "letters" in hard copy to each principal and the superintendent/designee and the school teacher letters to each school. This letter will contain an anonymous code for access to the online survey. Participants will be surveyed at three levels . . . supervisor(s), principal, certified teachers. The district administrator will establish and communicate the VAL-ED window of administration and individual school will choose a teacher to organizing the method for teachers to complete the survey. Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline.

School VAL-Ed Coordinator-The school Val-Ed Coordinator serves as a liaison between district and school in administrator to train, identify how the school will organize for the teacher survey and to distribution teacher codes. Each school will develop and publish the process for taking the VAL-ED that accommodates teacher schedules and assures all teachers participate in the survey.

Superintendent - The superintendent will receive an access code to be able to monitor the survey process and reports. Individuals completing the survey remain anonymous through an access code process but the superintendent, as well as the District Administrator, will be able to see the response rates and reports. The reports are not final until the survey window is closed. For this reason, it is imperative that the superintendent wait until this time before printing/using the report data. The individual principal data/report is personnel sensitive and should not be shared with anyone not designated as the primary supervisor.

Supervisors – The district may elect to have up to three district staff complete the survey for an individual principal. This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. One to two additional supervisors (district office staff who also work closely with the principal, such as assistant superintendents, instructional supervisors, Title I coordinators, special education directors, etc.) may also complete a survey for individual principals. This is a district level decision made by the primary supervisor.

Principals – Each principal will also complete a survey specifically designed for principals. The District

Administrator will distribute a letter containing an access code to each principal. The principal will also receive an email with access information to the final report.

Certified Teachers – All certified teachers assigned to a specific school should complete the online survey designed specifically for teacher input. Teacher's surveys are anonymous and the district/principal does not have access to individual teacher responses. This is supported by the use of individual access codes distributed in a random manner by district personnel - not the school principal.

VAL-Ed Survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.

Working Conditions Goal (Goal inherited by Assistant Principal)

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

- Developed following the completion of the TELL Kentucky Survey.
- Each principal in collaboration with the superintendent/designee will develop at least ONE working conditions goal based on the most current TELL Kentucky Survey data.
- If a principal does not have TELL data, due to lack of participation by staff, the principal will use district TELL data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the TELL survey, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to implement over a two-year period.
- When creating the Working Conditions Goal rubric, the principal will include the target percentage in the "Accomplished" range of the rubric. The interval constraint for the accomplished range will be +/- 5 of the target percentage. Other ranges in the rubric shall be established in collaboration with the superintendent.
- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted TELL statement, or conversations with the supervisor documented on the mid-year conference form.

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

- ☐ SBDM Minutes
- ☐ Faculty Meeting Agendas and Minutes
- ☐ Department/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Round/Walk-through documentation
- ☐ Budgets
- ☐ EILA/Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships
- ☐ Parent/Community engagement surveys
- ☐ Parent/Community engagement events documentation
- ☐ School schedules
- ☐ Other evidence as deemed appropriate by district

Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

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

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

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless Local goal is based on Gap population.
- Goal begins in fall and ends in fall of the following school year. Data will be lagged by a year. All Student Growth Goals must be submitted to superintendent within 30 working days after testing data is released.
- Interim trajectory goals come from ASSIST. However, they can be modified to increase the percentage goal. All goals must include a percentage in order to be measurable.
- The following rules will apply when determining high, expected or low growth for a local student growth goal:
 - Interval constraints will be plus/minus 2% of the goal=Expected
 - Above the interval constraints=High
 - Below the interval constraints=Low

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

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

- Based on Gap population unless State goal is based on Gap population.
- Each principal shall have ONE local student growth goal.
- Goal will be developed in collaboration with the superintendent. Goal can be taken from ASSIST and address achievement, gap, growth, College/Career Readiness, or another aspect of school improvement. All local goals will include a percentage in order to be measurable.
- Goal will begin in fall and end June 1st of the calendar year. Local goals can be measured for success using formative data from the school and/or district level (since state data is not available until the following school year).
- The following rules will apply when determining high, expected or low growth for a local student growth goal:
 - Interval constraints will be plus/minus 2% of the goal=Expected
 - Above the interval constraints=High
 - Below the interval constraints=Low

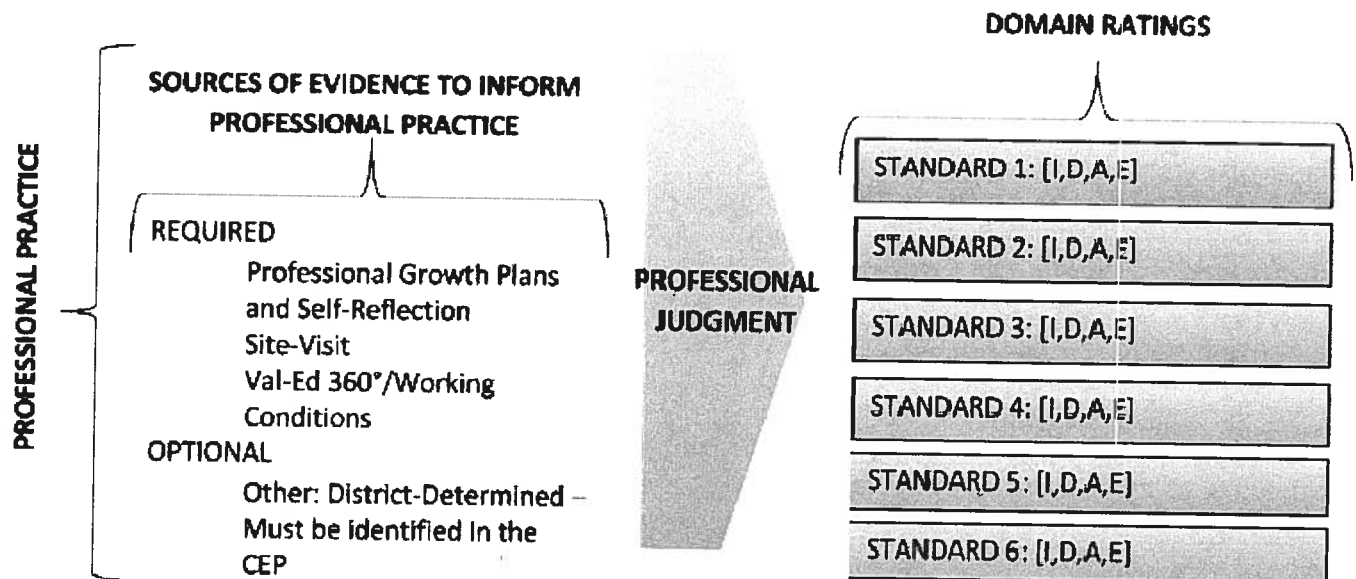
Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

Rating Overall Professional Practice

Required:

- Record ratings in CIITS
- Overall professional practice ratings will be assigned by June 1st of each school year.



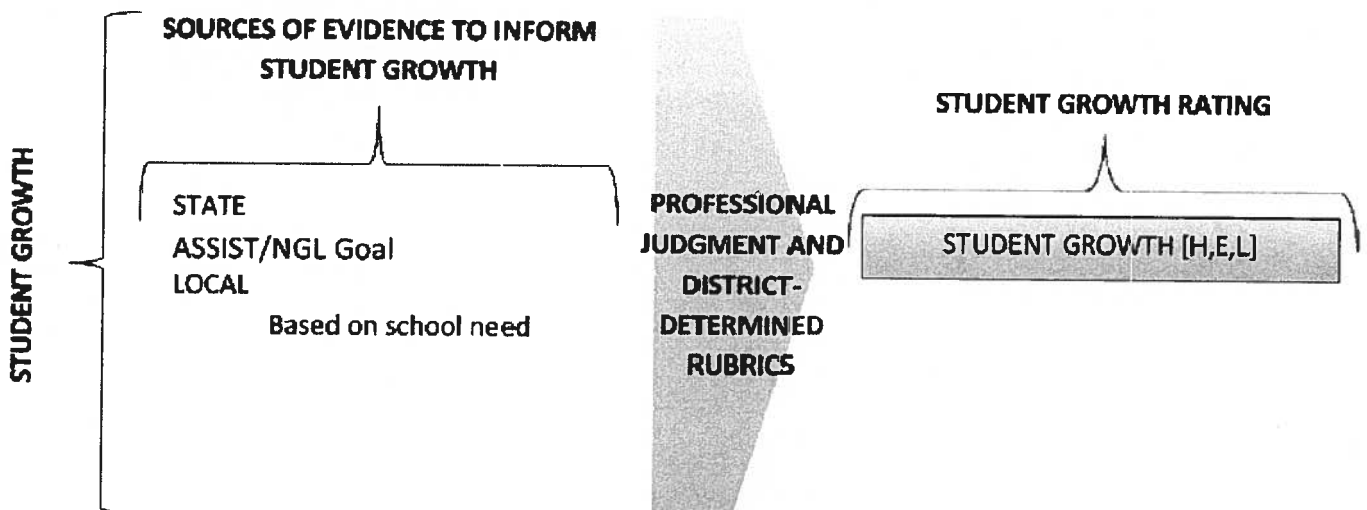
Rating Overall Student Growth

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

Required:

- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available).
- Record ratings in CIITS.
- To determine overall student growth rating, each rating for state and local growth goals from the past three years (when available) will be given a numerical weighting.
Low=1
Expected=2
High=3
- The total rankings will be averaged from the previous three years (if available) and applied to the following scale.

Ranking	Average Score
Low	1.0-1.49
Expected	1.5-2.49
High	2.5-3.0



Determining the Overall Performance Category

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Evaluators will use the following decision rules for determining the Overall Performance Category:

- Proposed by the Principal Effectiveness Committee

Exemplary	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	"Shall" have a minimum of a self-directed growth plan
Accomplished		"Shall" have a minimum of a self-directed growth plan	
Developing	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	
Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)		
	Low Growth	Expected Growth	High Growth

Other Professionals:

For the 2014-15 school year, other certified employees will continue to follow the existing procedures for evaluation in Hardin County. An appendix of these forms and processes is included. The following professionals will continue to utilize the old evaluation system:

Library Media Specialists

Counselors

Occupational and Physical Therapists

School Psychologists and Consultants

Speech/Language Pathologists

Preschool Teachers

Other Administrators who are not principals/assistant principals assigned to a school building

Responsibilities for Evaluation

1. The Hardin County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals, central office personnel, and head teachers.
3. The director of special education will evaluate school psychologists, consultants, and occupational and physical therapists.
4. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists, and teachers.
5. The preschool coordinator will evaluate his/her certified staff. (Not to include preschool teachers)
6. The ELL coordinator will evaluate all ELL staff.
7. The Gifted/Talented Coordinator will evaluate all GT resource teachers.
8. The Director of Evaluation and Benefits will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System and other professionals utilizing the old evaluation system.

Appeals Process

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
6. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator at the hearing.
5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
 - a. Uphold the original summative evaluation
 - b. Remove the whole evaluation and any part of the summative evaluation
 - c. Order a second evaluation conducted by a trained evaluator employed by the district.

(The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)

6. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

Membership and Election Procedures for Evaluation Appeals Committee

One member is to be appointed by the board who is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee.

- a. Each school faculty may nominate one certified employee willing to serve as a committee member.
- b. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
- c. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
- d. The Director of Evaluations shall total the votes and keep tally sheets on file for two years.
- e. Each election year, the candidate with the largest vote is named as a member of the appeals committee.
- f. The candidate receiving the second largest vote shall be named alternate.
- g. In years where there is no election, the alternate from the previous year continues to serve as the alternate.
- h. Members will serve 3-year terms with one member being elected or appointed each year. Members may serve more than one(1) term.
- i. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

Appeals Panel Hearing Procedures

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

The purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. A chosen representative may attend the hearing to represent the evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

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

- A. Uphold the original evaluation
- B. Remove the whole evaluation or any part of the summative evaluation.
- C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.

Appendix

Orientation Sign-In Sheets

My signature on this document verifies my agreement that I have received orientation on the Hardin County Schools' evaluation process which included an explanation of the standards, criteria, and process on which I am to be evaluated. Certified Evaluation Handbook can be viewed at www.hardin.k12.ky.us

R-09

Hardin County Evaluation Plan Orientation Training

School _____ Date _____

PRINT NAME	SIGNATURE & DATE
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My signature on this document verifies my agreement that I have received orientation on the Hardin County Schools' evaluation process which included an explanation of the standards, criteria, and process on which I am to be evaluated. Certified Evaluation Handbook can be viewed at www.hardin.k12.ky.us

R-09

Hardin County Evaluation Plan Orientation Training

School _____ Date _____

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My signature on this document verifies my agreement that I have received orientation on the Hardin County Schools' evaluation process which included an explanation of the standards, criteria, and process on which I am to be evaluated. Certified Evaluation Handbook can be viewed at www.hardin.k12.ky.us

R-09

Hardin County Evaluation Plan Orientation Training

School _____ Date _____

PRINT NAME	SIGNATURE
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Appendix

Other Professional Growth and Effectiveness System

Professional Growth and Evaluation Process

Evaluation Cycle Timeline

OPGES Evaluation Tracking Form

OPGES Individual Professional Growth Plan

OPGES Pre-Observation Form

OPGES Standards, Formative and Summative Forms

- Preschool Teachers
- Speech Pathologist
- Library Media Specialist
- School Counselor
- School Psychologists and Consultants
- Administrators (not assigned as building principal/assistant principal)

Corrective Action Plan

Appeals Request Form

PROFESSIONAL GROWTH AND EVALUATION PROCESSES NEW AND EXPERIENCED TEACHERS

Non-Tenured one (1) through four (4) years		Tenured more than four (4) years	
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.			
FORMATIVE PHASE (data collection)			
Pre-observation Form Required (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information (conference form optional)		Pre-observation Form Required (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information (conference form optional)	
Formative Observations 1. minimum of two (2) per year when results are satisfactory 2. prior to each formative conference *Multiple observations shall occur when results are unsatisfactory		Formative Observations 1. minimum of one (1) every (3)three-year period when results are satisfactory 2. prior to each formative conference *Multiple observations shall occur when results are unsatisfactory	
Formative Conferences (post) 1. minimum of two (2) per year 2. evaluator/evaluatee 3. within one (1) work-week (5 working days) following each formal classroom observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *When observation results are unsatisfactory, a conference shall occur after each additional formal formative observation.		Formative Conferences (post) 1. minimum of one (1) every (3) three-year period when results are satisfactory 2. evaluator/evaluatee 3. within one (1) work-week (5 working days) following each formal classroom observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities * When observation results are unsatisfactory, a conference shall occur after each additional formal formative observation.	
SUMMATIVE PHASE (decision-making)			
Summative Conference (post) 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan		Summative Conference (post) 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan	
Summative Evaluation 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report		Summative Evaluation 1. minimum of one (1) every (3) three year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	
District teacher personnel files <u>shall contain:</u> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed/revised as needed). 3. Intern records maintained according to KTIP 704 20:690			

**HARDIN COUNTY SCHOOLS
EVALUATION CYCLE TIMELINE FOR
MANAGEMENT OF PROFESSIONAL GROWTH PLAN AND DATA COLLECTION**

STEP	TIMELINE
1. Build Individual Professional Growth Plan-all certified employees	1. By MAY 1 of the preceding school year, and employees hired after MAY should complete the plan one month after employment.
2. Review Evaluation Plan, including Standards and Performance Criteria	2. No later than the end of the first month of reporting for employment each school year.
3. Implement Professional Growth Plan or Individual Corrective Action Plan	3. As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed
4. Conduct formal observations and conferences for data collection regarding performance of employee: a. Classroom teachers: Non-Tenured Teacher Interns—will follow timeline as designated by KTIP policies b. Classroom Teachers: Non-Tenured c. Classroom Teachers: Tenured d. Administrators	4. Conferences are to follow classroom observations by no more than five working days. a. Pre-observation form completed at least one (1) day prior to observation b. Two observations and conferences per school year: (one (1) per semester) Summative conference may occur at anytime during school year but no later than APRIL 30 c. A formal observation and a Summative conference may occur at anytime but at least once every 3 years. d. Summative conference may occur at anytime but shall be completed by JUNE 30 annually.
5. All Certified Staff	5. At any time, letters and memos regarding performance may be written. These letters and memos become part of the evaluation folder.
6. Continuous Observations/Conference/Corrective Action Plans.	6. At any time prior; notice is not required.
7. Assess results, review/revise the current year's Individual Professional Growth Plan	7. No later than APRIL 30 th for teachers and June 30 for administrators
8. All completed summatives and Individual Professional Growth Plans should be filed at Central Office.	8. No later than MAY 1 for regular certified staff and JUNE 30 for administrators evaluated.

School

Evaluator

[illegible]

I have tracked each employee listed above and verify that each process indicated by dates has been completed.

Principal

HARDIN COUNTY SCHOOLS INDIVIDUAL PROFESSIONAL GROWTH PLAN

R - 09

SCHOOL YEAR:

Date:

Name:

Work Site:

Areas for Growth (Standards, Consolidated Plan, Personal Growth)	Growth Objective/Goal(s) (described desired outcomes)	Procedures and Activities Achieving Goals and Objectives	Appraisal Method	Target Dates	Assistance Needed From:

Comments:

STATE OF DEVELOPMENT: Awareness Preparation Implementation Refinement

Evaluatee Signature	_____	Date	_____
Evaluator Signature	_____	Date	_____

Review:	Achieved:	Revised:	Continued:
Evaluatee Signature	_____	_____	_____
Evaluator Signature	_____	_____	_____

R-09

PRE-OBSERVATION FORM

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

Teacher:

Observer:

School:

Date:

Time:

Content Area/Grades:

No. Students w/IEP's

#Students:

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

Program of Studies/Core Content Targeted _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or (Culminating Performance) _____

What are the lesson objectives?

What teaching strategies will be used?

Other comments/concerns:

Professional Growth Plan Connections:

Evaluatee Signature

Date

Evaluator Signature

Date

HARDIN COUNTY SCHOOLS PRESCHOOL TEACHERS STANDARDS

STANDARD 1:

Designs/Organizes Instruction

The early childhood educator shall design and organize learning environments, experiences, and instruction that address the developmental needs of infants, toddlers, preschool children, and kindergarten children and goals established by KRS 158.6451.

The extent to which the early childhood educator:

- 1.1 Designs developmentally/individually appropriate activity-based learning experiences
- 1.2 Makes provisions for special needs
- 1.3 Plans for safe, healthy environments and activities
- 1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals
- 1.5 Facilitates positive/self-regulation of the child
- 1.6 Links learning with cultural, social and family diversity
- 1.7 Incorporates multiple disciplines and service plans
- 1.8 Incorporates family resources, priorities and concerns
- 1.9 Relates current learning to transition plans
- 1.10 Uses technology to enhance learning and participation
- 1.11 Selects developmentally and individually appropriate strategies and resources
- 1.12 Provides a stimulus-rich indoor/outdoor environment
- 1.13 Identifies resources to accomplish management tasks
- 1.14 Demonstrates knowledge of child development theory-research

STANDARD 2:

Creates/Maintains Learning Climates

The early childhood educator shall create appropriate learning environments for infants, toddlers, preschool children, and kindergarten children that are supportive of developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall provide developmental and learning activities in classroom and home settings, and in other settings, such as other preschools, child care programs, and hospitals. Within these settings, the learning context may include individual child activities, parent-child activities, small groups, and large groups. The early childhood educator shall create appropriate learning environment for children with diverse abilities including children with and without disabilities.

The extent to which the early childhood educator:

- 2.1 Facilitates active involvement in a variety of structured and unstructured learning activities
- 2.2 Facilitates acquisition/integration of skills/concepts
- 2.3 Provides guidance/learning cues/positive feedback on progress
- 2.4 Provides a stimulus-rich indoor/outdoor environment
- 2.5 Uses technology/materials, media to enhance learning/control of the environment
- 2.6 Manages antecedent/consequent conditions to foster self-management
- 2.7 Uses cooperative learning to encourage interpersonal skills
- 2.8 Adapts environment to address special needs
- 2.9 Facilitates positive interaction between children and adults
- 2.10 Uses physical/social/temporal environment to engage children and maximize learning
- 2.11 Recognizes diversity as a strength in children and families
- 2.12 Operates within legal and ethical guidelines
- 2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments
- 2.14 Demonstrates punctuality and good attendance for all duties including ARC, 504, SEA, GSSP meetings when notified
- 2.15 Upholds and models Kentucky School Personnel Code of Ethics

STANDARD 3:

Implements/Manages Instruction

The early childhood educator shall introduce, implement, facilitate, and manage development and learning for infants, toddlers, preschool children, and kindergarten children to promote growth toward developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall implement instruction in classroom and home settings, through itinerant services, and in other settings such as day care, other preschools, and hospitals. The early childhood educator shall implement instruction for young children with diverse abilities including children with and without disabilities.

The extent to which the early childhood educator:

- 3.1 Facilitates active involvement in a variety of structured and unstructured learning activities
- 3.2 Incorporates multiple disciplines and service plans
- 3.3 Facilitates acquisition/integration of skills/concepts
- 3.4 Implements child oriented strategies to meet individual needs
- 3.5 Incorporates family-centered activities
- 3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner
- 3.7 Provides guidance/learning cues/positive feedback on progress
- 3.8 Uses educationally sound/legally defensible instructional practices
- 3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups
- 3.10 Uses technology/materials/media to enhance learning and control of the environment
- 3.11 Manages antecedent and consequent condition to foster self management behaviors

- 3.12 Facilitates positive interactions between children and adults
- 3.13 Uses physical, social and temporal environment to engage children and maximize learning
- 3.14 Identifies options/resources for transition to next class/program
- 3.15 Identifies the goal of the management task
- 3.16 Uses problem-solving and participatory group processes to address management problems
- 3.17 Establishes appropriate timelines for completing management tasks
- 3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management

STANDARD 4:

Assesses/Communicates Learning Results

The early childhood educator shall monitor children's cognitive, emotional, social, communicative, adaptive, and physical development; organize special education information; and communicate progress. The early childhood educator shall:

- *Determine learning results*
- *Plan and adapt the program to meet the needs of all children*
- *Determine additional needs in the area of disability services*
- *Assist in developing IEPs upon request*
- *Give input regarding needs for transition to the next educational setting*

The extent to which the early childhood educator:

- 4.1 Uses multiple instructional modes and methods with adaptations for children with special needs
- 4.2 Collects data systematically and records progress
- 4.3 Organizes student progress data and communicates results to families and other team members in every day language
- 4.4 Identifies options and resources for transition to next class/program
- 4.5 Evaluates development/learning in a culturally sensitive manner

STANDARD 5:

Reflects/Evaluates Teaching/Learning

The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families. This shall include learning situations and programs that are provided in relation to an IFSP or an IEP and by the early childhood educator, a teaching assistant or other staff member, the family, or other caregiver.

The extent to which the early childhood educator:

- 5.1 Articulates and assesses the learning situation with respect to key elements

- 5.2 Applies professional guidelines/mandates in program evaluation
- 5.3 Evaluates impact of the program on child learning/development
- 5.4 Identifies professional development needs of assistants, staff and volunteers
- 5.5 Critically reviews and applies research and recommended practices in the program
- 5.6 Involves families, other team members, community patrons and advisory boards in evaluation of programs
- 5.7 Proposes changes to improve learning and development
- 5.8 Demonstrates knowledge of recommended practices and research in program evaluation

STANDARD 6:

Collaborates with Colleagues/Parents/Others

The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children; staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary team; and, local, state, and federal agencies.

The extent to which the early childhood educator:

- 6.1 Uses effective team membership and interpersonal skills to support collaboration
- 6.2 Involves parents as partners on the team
- 6.3 Involves appropriate persons and agencies to address the situation, problem, or task
- 6.4 Follows through on input from other members of the team
- 6.5 Encourages contributions from a variety of sources and backgrounds
- 6.6 Collaborates with families/personnel to support child transition
- 6.7 Makes appropriate referrals and provides functional and appropriate observational assessment information as an interdisciplinary team member
- 6.8 Implements and monitors IEPs
- 6.9 Articulates children's goals to assistants, staff and volunteers
- 6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers
- 6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner
- 6.12 Identifies professional development needs of assistants, staff and volunteer
- 6.13 Evaluates and provides feedback on performance
- 6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation

STANDARD 7:

Engages in Professional Development

The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas:

- *Designing and planning developmental and learning activities*
- *Creating learning environments*
- *Implementing and managing activities*
- *Assessing children's learning development*
- *Evaluating learning situations and environmental programs*
- *Collaborating with colleagues, parents, and others*

The extent to which the early childhood educator:

- 7.1 Assess own performance and identifies areas of growth
- 7.2 Articulates a professional development plan
- 7.3 Shows documented evidence of growth and performance
- 7.4 Demonstrates professional growth through participation in professional organizations
- 7.5 Critically reviews and applies research and recommended practices in the program
- 7.6 Expands personal knowledge of child development, interdisciplinary practice, IEP development and implementation, and family centered service

STANDARD 8:

Supports Families

The early childhood educator supports and promotes the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

The extent to which the early childhood educator:

- 8.1 Assists family in articulating priorities, concerns and resources
- 8.2 Demonstrates sensitivity to family differences
- 8.3 Implements family-centered services which support child development
- 8.4 Informs families of legal rights and program procedures
- 8.5 Implements a continuum of family-oriented services
- 8.6 Applies adult learning principles to parent education activities
- 8.7 Uses varied two-way communication strategies
- 8.8 Demonstrates knowledge of recommended practice and research in family systems theory and family centered services

STANDARD 9:

Demonstrates Implementation of Technology

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

The extent to which the early childhood educator:

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 9.6 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
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the lifelong learning of self and others through the use of technology
- 9.12 Uses computers and other technology for individual, small group, and large group learning activities
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities
- 9.15 Uses technology to support multiple assessments of student learning
- 9.16 Instructs and supervises students in the ethical and legal use of technology

This instrument is inserted as a reference tool for evaluators.

**Appropriate Practice
Self Assessment**

Please answer the questions below. You should answer each question based on YOUR actions. Answer Y for Yes if you do this consistently, and AG for Area to Grow if you catch yourself not doing this consistently or this is difficult for you. Reflect seriously on your results and work to make positive changes in your routine, environment, and interpersonal relationship with others. Keep this assessment and use it to assist you in choosing personal goals to address on your Professional Growth Plan as well as professional development training that would be beneficial to you. Each area is directly linked with best practice instruction, NAEYC guidelines and Kentucky Preschool Teacher Performance Standards.

When people say, "This is an effective teacher/assistant," they mean that he/she:

ADULT/CHILD INTERACTION
Teacher Standards I, II, III

- | | | |
|---|---|----|
| • Interacts with the children at their eye level | Y | AG |
| • Asks open ended questions | Y | AG |
| • Uses specific encouraging phrases like "I see you're ready to listen, good for you" | Y | AG |
| • Uses specific rather than general encouraging phrases | Y | AG |
| • Uses touches and hugs | Y | AG |
| • Refrains from ever demeaning children | Y | AG |
| • Uses developmentally appropriate behavior management strategies | Y | AG |
| • Avoids power struggles and unnecessary restraint with children | Y | AG |
| • Refrains from overuse of "time out" | Y | AG |
| • Assists children in problem solving challenges rather than giving directives | Y | AG |
| • Uses the Second Steps program weekly and reinforces lessons daily | Y | AG |
| • Refrains from "adult talk" about children while children are present | Y | AG |
| • Addresses children privately regarding behavior issues | Y | AG |
| • Has meaningful conversations with children | Y | AG |
| • Speaks with individual children often | Y | AG |
| • Listens carefully and respectfully to children | Y | AG |
| • Is willing to learn from children and follows their lead | Y | AG |
| • Is able to focus on individual children while being aware of what is happening throughout the classroom | Y | AG |
| • Actively participates with children – has a plan for each day and goals to be accomplished | Y | AG |
| • Supports cultural differences | Y | AG |

CLASSROOM ENVIRONMENT

Teacher Standards I, II

• Has all centers well defined with quiet and noisy centers together	Y	AG
• Has children's names/pictures on the floor /carpet square AND table	Y	AG
• Has (and uses) a functional/changeable picture schedule	Y	AG
• Has (and uses) a picture board for center time planning	Y	AG
• Has all shelves labeled with at least the picture, and pictures and words where possible	Y	AG
• Has EVERYTHING that the children use at their eye level (move alphabet, numbers, colors DOWN to the children's level)	Y	AG
• Has alphabet near the writing/art center for FUNCTIONAL use	Y	AG
• Has limited "adult made or purchased" decorations on the wall (most of what is on the wall is CHILDREN'S work)	Y	AG
• Has the child's 1 st name, age, and dictated language sample on their creative work	Y	AG
• Has children's skill work labeled with an index card to describe the purpose of the activity (i.e. I'm learning to cut. I'm learning shapes)	Y	AG
• Has snap shots of your children and their families around the room	Y	AG
• Has a written schedule on the wall at adult level for adult use	Y	AG
• Has room labeled with words to facilitate literacy	Y	AG
• Has the shelves and room neat, orderly and free from clutter	Y	AG

INSTRUCTION

CIRCLE

Teacher Standards I, II, IV

• Gets on the floor or small chair during circle so you are at the "children's" eye level	Y	AG
• Uses multisensory activities to involve ALL children	Y	AG
• Reads stories with FEW words meant for young children - daily	Y	AG
• Avoids activities that cause children to wait	Y	AG
• Uses a lot of music daily and encourages children to use a singing not yelling voice	Y	AG
• Provides opportunities for children to use musical instruments	Y	AG
• Has children plan (working on complete sentences) where to go for centers (1 st semester) and what they will do (2 nd semester)	Y	AG
• Has the children recall what they did in centers following centers	Y	AG
• Makes necessary modifications and adaptations to meet the needs of all children	Y	AG

CENTER TIME
Teachers Standards I, II, III

• Stays in the centers with the children rather than do paperwork or work on the computer	Y	AG
• Reminds children of their “plan” and encourages follow-through	Y	AG
• Assists children in staying focused on an activity and complete it rather than wander or jump from center to center	Y	AG
• Encourages children to keep materials within a given center (i.e. trucks stay in the block area rather than being driven around the room)	Y	AG
• Avoids talking across the room to children or adults and encourages children to also avoid this action	Y	AG
• Has washable dress-up clothes and plenty of props in housekeeping	Y	AG
• Has a quiet place for children to be alone	Y	AG
• Has a pillow and soft toys in the book area	Y	AG
• Has multiple materials in the art center for children to work creatively rather than complete a specific “adult directed” project.	Y	AG
• Has various commercial and “real nature” items in the science area	Y	AG
• Embeds multicultural materials throughout the room (puppets, instruments dressup clothes, dolls, books, pictures throughout room, food in house)	Y	AG
• Has a functional woodworking center (fine sand paper, hand drills, wood glue, not just golf tees and mallet)	Y	AG
• Embeds literacy activities throughout centers (message of the day on calendar, clipboards and paper in block and housekeeping, phone book in housekeeping, books on buildings in block area...)	Y	AG
• Has a writing center where children’s emergent writing is displayed	Y	AG
• Has the sand and water table open for <u>daily</u> use	Y	AG
• Has a variety of unit blocks available as well as trucks, animals etc.	Y	AG
• Has quiet music playing during centers (helps keep relaxed tone)	Y	AG

SMALL GROUP TIME
Teacher Standards I

• Has small group time daily	Y	AG
• Divides the children in as many groups as there are adults (3)	Y	AG
• Knows the purpose of the activity so each adult facilitates <u>their own</u> group	Y	AG
• Avoids giving full group instruction and focuses on the “small group”	Y	AG
• Makes sure all children are actively involved and the activities include varied experiences (not to be confused with <u>only</u> “art-like” activities)	Y	AG
• Plans a small group activity weekly to focus on different skill areas (i.e. cognitive, motor, language)	Y	AG
• Avoids use of dittos to accomplish objectives	Y	AG

TRANSITION
Teacher Standards III

- | | | |
|--|---|----|
| • Makes functional use of picture schedule | Y | AG |
| • Gives a preparation warning (3 to 5 minute) before EVERY transition | Y | AG |
| • Has the next activity ready and starts immediately to avoid wait time | Y | AG |
| • Plays the same clean-up record so children know when to start and finish | Y | AG |
| • Uses music (singing) to remind children of the expected rules | Y | AG |
| • Follows a consistent, scheduled routine so children feel confident and safe | Y | AG |
| • Uses an "instructional" prompt to begin transitions when appropriate (names shape, color, recognize name, give last name...) | Y | AG |
| • Has gross motor time daily and has this outside when at all possible | Y | AG |

MEAL TIME
Teacher Standards III

- | | | |
|---|---|----|
| • Makes sure the <u>children</u> are serving themselves during family style | Y | AG |
| • Sits with children to encourage conversation | Y | AG |
| • Begins transition with trays, utensils, and milk in April | Y | AG |
| • Begins transition through line with food on tray in May | Y | AG |

STUDENT SAFETY
HEALTH AND SAFETY
Teacher Standards I, III

- | | | |
|--|---|----|
| • Makes sure cleaning supplies are in a locked cabinet | Y | AG |
| • Disinfects the changing table before and after use | Y | AG |
| • Washes hands (constantly) | Y | AG |
| • Makes sure children wash their hands BEFORE playing in the water | Y | AG |
| • Makes sure and drain the water table daily (if water is used) | Y | AG |
| • Has floor coverings secured to the floor | Y | AG |
| • Has safety plugs on all outlets | Y | AG |

INTERPERSONAL RELATIONSHIPS
RELATIONSHIP TO OTHER TEACHERS/ASSISTANTS
(both in and out of your classroom assignment)
Teacher Standards VI

- | | | |
|--|---|----|
| • Accepts criticism and is responsive to changes | Y | AG |
| • Offers positive feedback to others when appropriate | Y | AG |
| • Offers constructive feedback appropriately and promptly | Y | AG |
| • Is respectful of others (rather than patronizing and controlling) | Y | AG |
| • Is accepting, open, inclusive of others and their ideas (not rejecting, blaming) | Y | AG |
| • Is willing, approachable and eager to open communication (rather than distant) | Y | AG |

• Is cooperative and shares ideas with others	Y	AG
• Shares information with all members of the classroom team (rather than keeping others in the dark)	Y	AG
• Projects a trusting attitude rather than suspicious	Y	AG
• Talks directly <u>to</u> a person if there is a conflict (rather than talk to others and complain about that person)	Y	AG
• Is a “team player” – encourages communication within the classroom (and preschool program if there are other preschool classes within your building) and eagerly participates in classroom, program and school activities and/or committees	Y	AG

RELATIONSHIP WITH PARENTS

Teacher Standards I, VI, VIII

• Makes frequent contacts and is open and supportive (one <u>personal</u> note weekly)	Y	AG
• Makes prompt contacts regarding student attendance concerns	Y	AG
• Is accepting (rather than judgmental and prejudice)	Y	AG
• Is a listener and offers sincere suggestions to help	Y	AG
• Is flexible in scheduling conferences	Y	AG
• Respects confidentiality and does not discuss families and children’s situations with those that don’t work directly with the child	Y	AG
• Assists parents with goals for their child and asks their input	Y	AG
• Perceives self as part of a support system to parents, whose role is to help and strengthen the family unit, not cast judgement	Y	AG
• Is able to make parents aware of their strengths as assist them	Y	AG
• Has awareness of resources available to assist families and involves appropriate persons to promptly assist families	Y	AG
• Projects a disposition of being approachable (rather than cause families to fear or avoid making contact)	Y	AG

PROFESSIONAL RESPONSIBILITIES

Teacher Standards IV, V, VII

• Attends regular faculty, staff, or classroom team meetings and workshops	Y	AG
• Makes a conscious effort to expand knowledge of good early childhood teaching	Y	AG
• Makes a conscious effort to expand knowledge of special education procedures and paperwork	Y	AG
• Manages time well during the school day and during Friday planning	Y	AG
• Completes student assessment, monitoring, records and required paperwork <u>on time</u> and with efficiency	Y	AG
• Is familiar with options for transition to the next class and makes suggestions regarding goals and resources when necessary	Y	AG
• Makes appropriate referrals to support staff when a child is		

- | | | |
|--|---|----|
| having difficulty in any developmental area | Y | AG |
| • Is conscientious about personal attendance and has plans ready and has made appropriate arrangements if absent | Y | AG |
| • Takes the initiative to seek opportunities provided to grow professionally | Y | AG |

PERSONAL GOAL SHEET

Based on the Self-Assessment Sheet, I plan to make the following short-term goal/s (immediate action):

Based on the Self Assessment Sheet, I plan to make the following long term goal/s (long range plan – possible professional growth area):

I (WILL/WILL NOT) need the following support, training or materials to assist me in reaching the goals I have listed above.

Name

Date

R-09

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR PRE-SCHOOL TEACHERS

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of 1st Observation _____ Date of 1st Post-Observation Conference _____Date of 2nd Observation _____ Date of 2nd Post-Observation Conference _____

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
	Meets		Growth Needed		Does Not Meet	
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd
1: Designs/Organizes Instruction						
1.1 Designs developmentally/individually appropriate activity-based learning experiences						
1.2 Makes provisions for special needs						
1.3 Plans for safe, health environments and activities						
1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals						
1.5 Facilitates positive/self-regulation of the child						
1.6 Links learning with cultural, social and family diversity						
1.7 Incorporates multiple disciplines and service plans						
1.8 Incorporates family resources, priorities and concerns						
1.9 Relates current learning to transition plans						
1.10 Uses technology to enhance learning and participation						
1.11 Selects developmentally and individually appropriate strategies and resources						
1.12 Provides a stimulus-rich indoor/outdoor environment						
1.13 Identifies resources to accomplish management task						
1.14 Demonstrates knowledge of child development theory-research						
Overall Rating of Standard						
Professional Growth/Comments:						

2: Creates/Maintains Learning Climates	Meets		Growth Needed		Does Not Meet	
2.1 Facilitates active involvement in a variety of structured and unstructured learning activities						
2.2 Facilitates acquisition/integration of skills/concepts						
2.3 Provides guidance/learning cues/positive feedback on progress						
2.4 Provides a stimulus-rich indoor/outdoor environment						
2.5 Uses technology/materials, media to enhance learning/control of the environment						
2.6 Manages antecedent/consequent conditions to foster self-management						

2.7 Uses cooperative learning to encourage interpersonal skills						
2.8 Adapts environment to address special needs						
2.9 Facilitates positive interaction between children and adults						
2.10 Uses physical/social/temporal environment to engage children and maximize learning						
2.11 Recognizes diversity as a strength in children and families						
2.12 Operates within legal and ethical guidelines						
2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments						
Overall Rating of Standard						
Professional Growth/Comments:						
3: Implements/Manages Instruction	Meets		Growth Needed		Does Not Meet	
3.1 Facilitates active involvement in a variety of structured and unstructured learning activities						
3.2 Incorporates multiple disciplines and service plans						
3.3 Facilitates acquisition/integration of skills/concepts						
3.4 Implements child oriented strategies to meet individual needs						
3.5 Incorporates family-centered activities						
3.6 Links learning to the child's experiences/knowledge in culturally sensitive manner						
3.7 Provides guidance/learning cues/positive feedback on progress						
3.8 Uses educationally sound/legally defensible instructional practices						
3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups						
3.10 Uses technology, materials, media to enhance learning and control of the environment						
3.11 Manages antecedent and consequent condition to foster self management behaviors						
3.12 Facilitates positive interactions between children and adults						
3.13 Uses physical, social and temporal environment to engage children and maximize learning						
3.14 Identifies options/resources for transition to next class/program						
3.15 Identifies the goal of the management task						
3.16 Uses problem solving and participatory group processes to address management problems						
3.17 Establishes appropriate timelines for completing management tasks						
3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management						
Overall Rating of Standard						
Professional Growth/Comments:						
4: Assess/Communicates Learning Results	Meets		Growth Needed		Does Not Meet	
4.1 Uses multiple instructional modes and methods with adaptations for children with special needs						
4.2 Collects data systematically and records progress						
4.3 Organizes student progress data and communicates results to families and other team members in every day language						
4.4 Identifies options and resources for transition to next class/program						

4.5 Evaluates development/learning in a culturally sensitive manner						
Overall Rating of Standard						
Professional Growth/Comments:						
5: Reflects/Evaluates Teaching/Learning	Meets		Growth Needed		Does Not Meet	
5.1 Articulates and assesses the learning situation with respect to key elements						
5.2 Applies professional guidelines/mandates in program evaluation						
5.3 Evaluates impact of the program on child learning/development						
5.4 Identifies professional development needs of assistants, staff and volunteers						
5.5 Critically reviews and applies research and recommended practices in the program						
5.6 Involves families, other team members, community patron and advisory boards in evaluation of programs						
5.7 Proposes changes to improve learning and development						
5.8 Demonstrates knowledge of recommended practices and research in program evaluation						
Overall Rating of Standard						
Professional Growth/Comments:						
6: Collaborates with Colleagues/Parents/Others	Meets		Growth Needed		Does Not Meet	
6.1 Uses effective team membership and interpersonal skills to support collaboration						
6.2 Involves parents as partners on the team						
6.3 Involves appropriate persons and agencies to address the situation, problem, or task						
6.4 Follows through on input from other members of the team						
6.5 Encourages contributions from a variety of sources and backgrounds						
6.6 Collaborates with families/personnel to support child transition						
6.7 Makes appropriate referrals and provides functional and appropriate observational assessment information as an interdisciplinary team member						
6.8 Implements and monitors IEPs						
6.9 Articulates children's goals to assistants, staff and volunteers						
6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers						
6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner						
6.12 Identifies professional development needs of assistants, staff and volunteers						
6.13 Evaluates and provides feedback on performance						
6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation						
Overall Rating of Standard						
Professional Growth/Comments:						

7: Engages in Professional Development		Meets		Growth Needed		Does Not Meet	
7.1	Assesses own performance and identifies area of growth						
7.2	Articulates a professional development plan						
7.3	Shows documented evidence of growth and performance						
7.4	Demonstrates professional growth through participation in professional organizations						
7.5	Critically reviews and applies research and recommended practices in the program						
7.6	Expands personal knowledge of child development, interdisciplinary practice, IEP development and implementation, and family centered service						
Overall Rating of Standard							
Professional Growth/Comments:							
8: Supports Families		Meets		Growth Needed		Does Not Meet	
8.1	Assists family in articulating priorities, concerns and resources						
8.2	Demonstrates sensitivity to family differences						
8.3	Implements family-centered services which support child development						
8.4	Informs families of legal rights and program procedures						
8.5	Implements a continuum of family-oriented services						
8.6	Applies adult learning principles to parent education activities						
8.7	Uses varied two-way communication strategies						
8.8	Demonstrates knowledge of recommended practice and research in family systems theory and family centered services						
Overall Rating of Standard							
Professional Growth/Comments:							
9: Demonstrates Implementation of Technology		Meets		Growth Needed		Does Not Meet	
9.1	Operates a multimedia computer and peripherals to install and use a variety of software						
9.2	Uses terminology related to computers and technology appropriately in written and verbal communication						
9.3	Demonstrates knowledge of the use of technology in business, industry, and society						
9.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations						
9.5	Creates multimedia presentations using scanners, digital cameras, and video cameras						
9.6	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						
9.7	Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction						
9.8	Requests and uses appropriate assistive devices and adaptive devices for students with special needs						
9.9	Designs lessons that use technology to address diverse student needs and learning styles						
9.10	Practices equitable and legal use of computers and technology in professional activities						
9.11	Facilitates the lifelong learning of self and others through the use of technology						

9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation						
9.13 Applies research-based instructional practices that use computers and other technology						
9.14 Uses computers and other technology for individual, small group, and large group learning activities						
9.15 Uses technology to support multiple assessments of student learning						
9.16 Instructs and supervises students in the ethical and legal use of technology						
Overall Rating of Standard						
Professional Growth/Comments:						

Notes Regarding Overall Standard Ratings

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

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

Evaluatee: <input type="checkbox"/> Agree with this formative evaluation <input type="checkbox"/> Disagree with this formative evaluation

Evaluatee's Signature _____ Date _____ Evaluator's Signature _____ Date _____
--

HARDIN COUNTY SCHOOLS PRESCHOOL TEACHER SUMMATIVE FORM

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

Employee ID# _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

Pre-Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Observation Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Post Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Preschool Teacher Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Designs/Organizes Instruction			
2 Creates/Maintains Learning Climates			
3 Implements/Manages Instruction			
4 Assesses and Communicates Learning Results			
5 Reflects/Evaluates Teaching/Learning			
6 Collaborates with Colleagues/Parents/Others			
7 Engages in Professional Development			
8 Supports Families			
9 Demonstrates Implementation of Technology			
Overall Rating			

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: ☐ Agrees with this summative evaluation
☐ Disagrees with this summative evaluation

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

**HARDIN COUNTY SCHOOLS
SPEECH PATHOLOGIST STANDARDS**

STANDARD 1:

Implements Assessment Procedures

The extent to which the speech pathologist:

- 1.1 Assists and guides teachers through the referral process
- 1.2 Provides screening to identify need for further assessment
- 1.3 Provides a thorough assessment and diagnosis
- 1.4 Maintains ongoing records of referred, screened and eligible students
- 1.5 Follows timelines from initial referral to placement
- 1.6 Completes all forms as required before placement and reevaluation
- 1.7 Compiles case history as needed
- 1.8 Assists in referrals to agencies

STANDARD 2:

Demonstrates a Readiness to Teach

The extent to which the speech pathologist:

- 2.1 Selects appropriate student objectives as dictated by ARC and IEP
- 2.2 Selects appropriate learning experiences
- 2.3 Uses time effectively
- 2.4 Prepares instruction on the basis of individual needs
- 2.5 Develops a therapeutic program
- 2.6 Schedules caseload in an efficient and cooperative manner

STANDARD 3:

Demonstrates a Proficiently Managed Environment

The extent to which the speech pathologist:

- 3.1 Arranges setting to support learner activities
- 3.2 Provides for a safe and orderly environment
- 3.3 Uses classroom procedures that are clear and easily managed
- 3.4 Uses classroom procedures that permit independent and interdependent learning

STANDARD 4:

Demonstrates Proficiency in Managing Student Behavior

The extent to which the speech pathologist:

- 4.1 Establishes and clearly communicates expectations
- 4.2 Reinforces acceptable student behaviors
- 4.3 Uses appropriate consequences for altering unacceptable student behaviors
- 4.4 Monitors student behaviors
- 4.5 Holds each student accountable for his/her own behaviors
- 4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct while respecting diversity
- 4.7 Demonstrates fairness and consistency in enforcing behavior expectations
- 4.8 Manages disruptive behavior constructively while maintaining instructional momentum

STANDARD 5:

Integrates the Curriculum so Students Can Make Connection Between Knowledge and Experiences

The extent to which the speech pathologist:

- 5.1 Implements therapy related to classroom curriculum when possible
- 5.2 Designs and implements themes of interest to students
- 5.3 Provides for critical differences of students in curriculum and instruction planning and implementation
- 5.4 Uses student performance to evaluate growth

STANDARD 6:

Teaches the Skills Necessary for Students to Become Productive Members of Various Groups

The extent to which the speech pathologist:

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

STANDARD 7:

Uses a Variety of Effective Teaching Techniques – Equipment, Media and Materials

The extent to which the speech pathologist:

- 7.1 Uses cooperative learning strategies, when appropriate

- 7.2 Provides multi-activities (e.g., learning centers, technology)
- 7.3 Selects teaching techniques that match the readiness of students to learn
- 7.4 Provides for independent and interdependent learning
- 7.5 Maintains a schedule that assures students will experience success
- 7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)
- 7.7 Demonstrates knowledge about technology in the speech environment
- 7.8 Incorporates use of technology into instructional plan, when possible
- 7.9 Uses community resources to enhance instruction

STANDARD 8:

Uses Teaching Strategies that Increase Student Motivation

The extent to which the speech pathologist:

- 8.1 Is knowledgeable of Total Communication Approach
- 8.2 Provides all students with the opportunity for successful experiences
- 8.3 Demonstrates high expectations
- 8.4 Demonstrates a high level of concern for student success
- 8.5 Communicates a positive classroom climate of mutual respect
- 8.6 Promotes interest through personalizing instruction and novel approaches
- 8.7 Provides knowledge of results that are meaningful and timely
- 8.8 Provides specific feedback
- 8.9 Demonstrates a caring attitude
- 8.10 Demonstrates consistent communication with parent/guardian

STANDARD 9:

Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment

The extent to which the speech pathologist:

- 9.1 Prepares paperwork in advance and has necessary forms available for parent conferences
- 9.2 Uses narrative methods of reporting student progress when appropriate
- 9.3 Shows actual expectations met by student
- 9.4 Conducts conferences with parent/guardian
- 9.5 Reports so that students are not compared to other students
- 9.6 Maintains ongoing communication with parent/guardian
- 9.7 Provides information regarding agencies/programs available within the community as needed

STANDARD 10:

Collaborates with Teachers and Staff

The extent to which the speech pathologist:

- 10.1 Plans with classroom teachers and staff to implement therapy
- 10.2 Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services
- 10.3 Serves as a consultant on topics regarding speech/language development
- 10.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate
- 10.5 Shares instructional materials and media

STANDARD 11:

Meets Professional Standards

The extent to which the speech pathologist:

- 11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board
- 11.2 Meets assigned time frames
- 11.3 Serves on committees
- 11.4 Fulfills out-of-class obligations/duties
- 11.5 Maintains confidentiality regarding students
- 11.6 Shows positive working relationship with faculty and staff
- 11.7 Follows proper channels to address issues and problems
- 11.8 Shows proper regard toward students
- 11.9 Demonstrates good judgment in decision making
- 11.10 Seeks further education/training
- 11.11 Participates in workshops, seminars, and other professional growth opportunities
- 11.12 Belongs to professional organizations
- 11.13 Establishes a pattern of dependability by being punctual and having regular attendance
- 11.14 Adheres to the Professional Code of Ethics

STANDARD 12:

Uses Professional Growth Activities to Improve the Speech Therapy Program

The extent to which the speech pathologist:

- 12.1 Identifies professional growth activities which will improve the speech therapy program
- 12.2 Develops Professional Growth Plan
- 12.3 Develops a plan which is congruent with the school and district mission and goals
- 12.4 Revises Professional Growth Plan as goals change

STANDARD 13:

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

The extent to which the speech pathologist:

- 13.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 13.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 13.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 13.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 13.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 13.6 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
- 13.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction
- 13.8 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 13.9 Designs lessons that use technology to address diverse student needs and learning styles
- 13.10 Practices equitable and legal use of computers and technology in professional activities
- 13.11 Facilitates the lifelong learning of self and others through the use of technology
- 13.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
- 13.13 Applies research-based instructional practices that use computers and other technology
- 13.14 Uses computers and other technology for individual, small group, and large group learning activities
- 13.15 Uses technology to support multiple assessments of student learning
- 13.16 Instructs and supervises students in the ethical and legal use of technology

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR SPEECH PATHOLOGIST

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of 1st Observation _____ Date of 1st Post-Observation Conference _____Date of 2nd Observation _____ Date of 2nd Post-Observation Conference _____

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
	Meets		Growth Needed		Does Not Meet	
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd
1: Implements Assessment Procedures						
1.1 Assists and guides teachers through the referral process						
1.2 Provides screening to identify need for further assessment						
1.3 Provides a thorough assessment and diagnosis						
1.4 Maintains ongoing records of referred, screened and eligible students						
1.5 Follows timelines from initial referral to placement						
1.6 Completes all forms as required before placement and re-evaluation						
1.7 Compiles case history as needed						
1.8 Assists in referrals to agencies						
Overall Rating of Standard						
Professional Growth/Comments:						
2: Demonstrates a Readiness to Teach						
2.1 Selects appropriate student objectives as dictated by ARC and IEP						
2.2 Selects appropriate learning experiences						
2.3 Uses time effectively						
2.4 Prepares instruction on the basis of individual needs						
2.5 Analyzes sources of factual information for accuracy						
2.6 Presents content in a manner that reflects sensitivity to a multicultural and global perspective						
Overall Rating of Standard						
Professional Growth/Comments:						

3: Demonstrates a Proficiently Managed Environment	Meets		Growth Needed		Does Not Meet	
3.1 Arranges setting to support learner activities						
3.2 Provides for a safe and orderly environment						
3.3 Uses classroom procedures that are clear and easily managed						
3.4 Uses classroom procedures that permit independent and interdependent learning						
Overall Rating of Standard						
Professional Growth/Comments:						
4: Demonstrates Proficiency in Managing Student Behavior	Meets		Growth Needed		Does Not Meet	
4.1 Establishes and clearly communicates expectations						
4.2 Reinforces acceptable student behaviors						
4.3 Uses appropriate consequences for altering unacceptable student behaviors						
4.4 Monitors student behaviors						
4.5 Holds each student accountable for his/her own behaviors						
4.6 Creates a climate in which students display initiative and accept responsibility for learning and conduct while respecting diversity						
4.7 Demonstrates fairness and consistency in enforcing behavior expectations						
4.8 Manages disruptive behavior constructively while maintaining instructional momentum						
Overall Rating of Standard						
Professional Growth/Comments:						
5: Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences	Meets		Growth Needed		Does Not Meet	
5.1 Implements therapy related to classroom curriculum when possible						
5.2 Designs and implements themes of interest to students						
5.3 Provides for critical differences of students in curriculum and instruction planning and implementation						
5.4 Uses student performance to evaluate growth						
Overall Rating of Standard						
Professional Growth/Comments:						

6: Become Productive Members of Various Groups	Meets		Growth Needed		Does Not Meet	
6.1 Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others). Teaches skills for group communication, listening, and speaking						
Overall Rating of Standard						
Professional Growth/Comments:						
7: Uses a Variety of Effective Teaching Techniques – Equipment, Media, and Materials	Meets		Growth Needed		Does Not Meet	
7.1 Uses cooperative learning strategies, when appropriate						
7.2 Provides multi-activities (e.g., learning centers, technology)						
7.3 Selects teaching techniques that match the readiness of students to learn						
7.4 Provides for independent and interdependent learning						
7.5 Maintains a schedule that assures students will experience success						
7.6 Uses a variety of questioning techniques (e.g., signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)						
7.7 Demonstrate knowledge about technology in the speech environment						
7.8 Incorporates use of technology into instructional plan, when possible						
7.9 Uses community resources to enhance instruction						
Overall Rating of Standard						
Professional Growth/Comments:						
8: Uses Teaching Strategies that Increase Student Motivation	Meets		Growth Needed		Does Not Meet	
8.1 Is knowledgeable of Total Communication Approach						
8.2 Provides all students with the opportunity for successful experiences						
8.3 Demonstrates high expectations						
8.4 Demonstrates a high level of concern for student success						
8.5 Communicates a positive classroom climate of mutual respect						
8.6 Promotes interest through personalizing instruction and novel approaches						
8.7 Provides knowledge of results that are meaningful and timely						
8.8 Provides specific feedback						
8.9 Demonstrates a caring attitude						
8.10 Demonstrates consistent communication with parent/guardian						
Overall Rating of Standard						
Professional Growth/Comments:						

9: Reports to Parent/Guardian on the Basis of The Results of Student Progress Assessment		Meets		Growth Needed		Does Not Meet	
9.1 Prepares paperwork in advance and has necessary forms available for parent conferences							
9.2 Uses narrative methods of reporting student progress when appropriate							
9.3 Shows actual expectations met by student							
9.4 Conducts conferences with parent/guardian							
9.5 Reports so that students are not compared to other students							
9.6 Maintains on-going communication with parent/guardian							
9.7 Provides information regarding agencies/programs available within the community as needed							
Overall Rating of Standard							
Professional Growth/Comments:							
10: Collaborates with Teachers and Staff		Meets		Growth Needed		Does Not Meet	
10.1 Plans with classroom teachers and staff to implement therapy							
10.2 Cooperatively develops IEP goals and objectives with special education teachers who have students with speech services							
10.3 Serves as a consultant on topics regarding speech/language development							
10.4 Assists in proper referral of individuals to agencies and specialists in the community as appropriate							
10.5 Shares instructional materials and media							
Overall Rating of Standard							
Professional Growth/Comments:							
11: Meets Professional Standards		Meets		Growth Needed		Does Not Meet	
11.1 Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board							
11.2 Meets assigned time frames							
11.3 Serves on Committees							
11.4 Fulfills out-of-class obligations/duties							
11.5 Maintains confidentiality regarding students							
11.6 Shows positive working relationship with faculty and staff							
11.7 Follows proper channels to address issues and problems							
11.8 Shows proper regard toward students							
11.9 Demonstrates good judgment in decision making							
11.10 Seeks further education training							
11.11 Participates in workshops, seminars, and other professional growth opportunities							
11.12 Belongs to professional organizations							
11.13 Establishes a pattern of dependability by being punctual and having regular attendance							
11.14 Adheres to the Professional Code of Ethics							
Overall Rating of Standard							
Professional Growth/Comments:							

12: Uses Professional Growth Activities to Improve the Speech Therapy Program	Meets		Growth Needed		Does Not Meet	
12.1 Identifies professional growth activities which will improve the speech therapy program						
12.2 Develops Professional Growth Plan						
12.3 Develops a plan which is congruent with the school and district mission and goals						
12.4 Revises Professional Growth Plan as goals change						
Overall Rating of Standard						
Professional Growth/Comments:						
13: Demonstrates Implementation of Technology	Meets		Growth Needed		Does Not Meet	
13.1 Operates a multimedia computer and peripherals to install and use a variety of software						
13.2 Uses terminology related to computers and technology appropriately in written and verbal communication						
13.3 Demonstrates knowledge of the use of technology in business, industry, and society						
13.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations						
13.5 Creates multimedia presentations using scanners, digital cameras, and video cameras						
13.6 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						
13.7 Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction						
13.8 Requests and uses appropriate assistive and adaptive devices for students with special needs						
13.9 Designs lessons that use technology to address diverse student needs and learning styles						
13.10 Practices equitable and legal use of computers and technology in professional activities						
13.11 Facilitates the lifelong learning of self and others through the use of technology						
13.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation						
13.13 Applies research-based instructional practices that use computers and other technology						
13.14 Uses computers and other technology for individual, small group learning activities						
13.15 Uses technology to support multiple assessments of student learning						
13.16 Instructs and supervises students in the ethical and legal use of technology						
Overall Rating of Standard						
Professional Growth/Comments:						

Notes Regarding Overall Standard Ratings

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

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

Evaluatee: <input type="radio"/> Agree with this formative evaluation <input type="radio"/> Disagree with this formative evaluation	
Evaluatee's Signature _____ Date _____	
Evaluator's Signature _____ Date _____	

HARDIN COUNTY SCHOOLS SPEECH PATHOLOGIST SUMMATIVE FORM

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

Employee ID# _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

Pre-Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Observation Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Post Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Speech Pathologist Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Implements Assessment Procedures			
2 Demonstrates a Readiness to Teach			
3 Demonstrates a Proficiently Managed Environment			
4 Demonstrates Proficiency in Managing Student Behavior			
5 Integrates the Curriculum So Students Can Make Connection Between Knowledge and Experiences			
6 Teaches the Skills Necessary for Students to Become Productive Members of Various Groups			
7 Uses a Variety of Effective Teaching Techniques-Equipment, Media and Materials			
8 Uses Teaching Strategies that Increase Student Motivation			
9 Reports to Parent/Guardian on the Basis of the Results of Student Progress Assessment			
10 Collaborates with Teachers and Staff			
11 Meets Professional Standards			
12 Uses Professional Growth Activities to Improve the Speech Therapy Program			
13 Demonstrates Implementation of Technology			
Overall Rating			

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

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

Evaluatee: ☐ Agrees with this summative evaluation
☐ Disagrees with this summative evaluation

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

**HARDIN COUNTY SCHOOL
LIBRARY MEDIA SPECIALIST**

STANDARD 1

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

The extent to which the library media specialist:

- 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 Develops 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 library media center clerical staff, volunteers, and student helpers.
- 1.16 Demonstrates punctuality and good attendance for all duties including ARC, 504, SEA, GSSP meetings when modified
- 1.17 Upholds and models Kentucky School Personnel Code of Ethics

STANDARD 2:

Provides Exemplary Resources through Collection Development

The extent to which the library media specialist:

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

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

STANDARD 3:

Provides Effective Library Media Services

The extent to which the library media specialist:

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening
- 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 non-print materials
- 3.7 Assists faculty in the selection of materials to supplement instruction
- 3.8 Establishes positive rapport with staff and students
- 3.9 Makes the library media center and its resources accessible to students and faculty
- 3.10 Provides orientation for new faculty and students
- 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
- 3.15 Is fair and respects diversity

STANDARD 4:

Enables Students to Become Effective Information Users

The extent to which the library media specialist:

- 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 education reform 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 communications
- 4.9 Incorporates the use of technology in accessing information
- 4.10 Assists students in the use of multimedia for completed projects

STANDARD 5:

Engages in Professional Development

The extent to which the library media specialist:

- 5.1 Establish priorities for professional growth
- 5.2 Analyzes student performance to help identify professional development needs
- 5.3 Solicits input from others in the creation of individual professional development plans
- 5.4 Implements knowledge and skills acquired through on-going professional development
- 5.5 Modifies own professional development plan to improve performance and to promote student learning

STANDARD 6:

Demonstrates Implementation of Technology

The extent to which the library media specialist:

- 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 student needs and learning styles
- 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

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of 1st Observation _____ Date of 1st Post-Observation Conference _____Date of 2nd Observation _____ Date of 2nd Post-Observation Conference _____

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
	Meets		Growth Needed		Does Not Meet	
	Observation 1 st 2 nd		Observation 1 st 2 nd		Observation 1 st 2 nd	
1: Demonstrates Proficiency in the Management						
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 Develops 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 of 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 library media center clerical staff, volunteers, and student helpers						
Overall Rating of Standard						
Professional Growth/Comments:						

2: Provides Exemplary Resources through Collection Development		Meets		Growth Needed		Does Not Meet	
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials							
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum							
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations							
2.4 Maintains a professional collection							
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy							
2.6 Keeps a card or automated catalog current							
2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings							
2.8 Makes a general repairs, weeds collection, and takes annual inventory							
Overall Rating of Standard							
Professional Growth/Comments:							
3: Provides effective Library Media Services		Meets		Growth Needed		Does Not Meet	
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school							
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening							
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 consultant in the development of instructional units, activities, and curriculum with print and non-print materials							
3.7 Assists faculty in the selection of materials to supplement instruction							
3.8 Establishes positive rapport with staff and students							
3.9 Makes the library media center and its resources accessible to students and faculty							
3.10 Provides orientation for new faculty and students							
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							
3.15 Is fair and respects diversity							
Overall Rating of Standard							
Professional Growth/Comments:							

4: Enables Students to Become Effective		Meets		Growth Needed		Does Not Meet	
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 education reform 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 life-long reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications							
4.9 Incorporates the use of technology in accessing information							
4.10 Assists students in the use of multi-media for completed projects							
Overall Rating of Standard							
Professional Growth/Comments:							
5: Engages in Professional Development		Meets		Growth Needed		Does Not Meet	
5.1 Establishes priorities for professional growth							
5.2 Analyzes student performance to help identify professional development needs							
5.3 Solicits input from others in the creation of individual professional development plans							
5.4 Implements knowledge and skills acquired through on-going professional development							
5.5 Modifies own professional development plan to improve performance and to promote student learning							
Overall Rating of Standard							
Professional Growth/Comments:							

6: Demonstrates Implementation	Meets		Growth Needed		Does Not Meet	
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 communications						
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 life-long 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						
Overall Rating of Standard						
Professional Growth/Comments:						

Notes Regarding Overall Standard Ratings

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

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

Evaluatee:

- ☐ Agree with this formative evaluation
☐ Disagree with this formative evaluation

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

HARDIN COUNTY SCHOOLS LIBRARY MEDIA SPECIALIST SUMMATIVE FORM

R09

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

Employee ID# _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

Pre-Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Observation Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Post Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Library Media Specialist Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Demonstrates Proficiency in the Management and Administration of the Library Media Center			
2 Provides Exemplary Resources through Collection Development			
3 Provides Effective Library Media Services			
4 Enables Students to Become Effective Information Users			
5 Engages in Professional Development			
6 Demonstrates Implementation of Technology			
Overall Rating			

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

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

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: ☐ Agrees with this summative evaluation
☐ Disagrees with this summative evaluation

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

HARDIN COUNTY SCHOOLS SCHOOL COUNSELOR STANDARDS

STANDARD 1:

Program Management, Research, and Evaluation

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

The extent to which the school counselor:

- 1.1 Defines needs and priorities.
- 1.2 Determines objectives.
- 1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
- 1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.5 Evaluates the program to assure its contribution to the school's mission and goals.
- 1.6 Uses information systems and technology.

STANDARD 2:

Developmental Guidance Curriculum

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

The extent to which the school counselor:

- 2.1 Assesses the developmental need of students.
- 2.2 Addresses academic expectations and school-to-work initiatives.
- 2.3 Prepares students for successful transitions.
- 2.4 Evaluates the results of the curriculum's impact.
- 2.5 Modifies the curriculum as needed to continually meet the needs of students.
- 2.6 Guides individuals and groups of students through the development of educational and career plans.
- 2.7 Provides guidance for maximizing personal growth and development.
- 2.8 Teaches the school developmental guidance curriculum.
- 2.9 Assists teachers in the teaching of the guidance curriculum.

STANDARD 3:

Individual/Small Group Counseling

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

The extent to which the school counselor:

- 3.1 Provides a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promotes wellness.
- 3.3 Responds to crises.
- 3.4 Communicates empathy and understanding.
- 3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
- 3.6 Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
- 3.7 Intervenes in problem/conflict situations and conduct follow-up sessions.
- 3.8 Respects diversity and nurtures the uniqueness of each student.
- 3.9 Mediates classroom and student conflict with fairness.
- 3.10 Empowers students to develop and use their resources.

STANDARD 4:

Consultation/Collaboration

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

The extent to which the school counselor:

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

STANDARD 5:

Coordination

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

The extent to which the school counselor:

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

STANDARD 6:

Assessment

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

The extent to which the school counselor:

- 6.1 Participates in the planning and evaluation of the district/school testing program.
- 6.2 Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- 6.3 Collaborates with staff concerning assessment of special needs students.
- 6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinates student records to ensure the confidentiality of assessment data.
- 6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.

STANDARD 7:

Adheres to Professional Standards

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

The extent to which the school counselor:

- 7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adheres to federal/state laws and regulations related to education and child protection.
- 7.3 Accepts responsibility for on-going professional development.
- 7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.5 Is knowledgeable of the position statements of the American School Counselor Association.
- 7.6 Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.

STANDARD 8:

Demonstrates Professional Leadership

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

The extent to which the school counselor:

- 8.1 Builds positive relationships within and between school and community.
- 8.2 Promotes leadership potential in colleagues.
- 8.3 Participates in professional organizations and activities.
- 8.4 Writes and speaks effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Works with colleagues to administer an effective learning climate within the school.

STANDARD 9:

Engages in Professional Development

The school counselor evaluates his or her own overall performance in relation Kentucky's learner goals and implements a professional development plan.

The extent to which the school counselor:

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

STANDARD 10:

Demonstrates Implementation of Technology

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

The extent to which the school counselor:

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.

- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR SCHOOL COUNSELOR

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of 1st Observation _____ Date of 1st Post-Observation Conference _____Date of 2nd Observation _____ Date of 2nd Post-Observation Conference _____

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
1: Program Management, Research And Evaluation	Meets		Growth Needed		Does Not Meet	
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd
1.1 Defines needs and priorities						
1.2 Determines objectives						
1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program						
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans						
1.5 Evaluates the program to assure its contribution to the school's mission and goals						
1.6 Uses information systems and technology						
Overall Rating of Standard						
Professional Growth/Comments:						
2: Developmental Guidance Curriculum	Meets		Growth Needed		Does Not Meet	
2.1 Assesses the developmental need of students						
2.2 Addresses academic expectations and school-to-work initiatives						
2.3 Prepares students for successful transitions						
2.4 Evaluates the results of the curriculum's impact						
2.5 Modifies the curriculum as needed to continually meet the needs of students						
2.6 Guides individuals and groups of students through the development of educational and career plans						
2.7 Provides guidance for maximizing personal growth and development						
2.8 Teaches the school developmental guidance curriculum						
2.9 Assists teachers in the teaching of the guidance curriculum						
Overall Rating of Standard						
Professional Growth/Comments:						

3: Individual/Small Group Counseling		Meets		Growth Needed		Does Not Meet	
3.1 Provides a safe, confidential setting in which students present their needs and concerns							
3.2 Promotes wellness							
3.3 Responds to crisis							
3.4 Communicates empathy and understanding							
3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling							
3.6 Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)							
3.7 Intervenes in problem/conflict situations and conduct follow-up sessions							
3.8 Respects diversity and nurtures the uniqueness of each student							
3.9 Mediates classroom and student conflict with fairness							
3.10 Empowers students to develop and use their resources							
Overall Rating of Standard							
Professional Growth/Comments:							
4: Consultation/Collaboration		Meets		Growth Needed		Does Not Meet	
4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students							
4.2 Interprets relevant information concerning the developmental needs of students							
4.3 Reduces barriers to student learning through direct referred services							
4.4 Facilitates new student integration into the school environment							
4.5 Works with teachers to provide support for students in a crisis situation							
4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees							
4.7 facilitates successful communication between and among teachers, parents, teacher and students							
4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies							
4.9 Consults with external community and professional resources							
Overall Rating of Standard							
Professional Growth/Comments:							
5: Coordination		Meets		Growth Needed		Does Not Meet	
5.1 Coordinates with school and community personnel, including school councils, to provide resources for students							
5.2 Uses an effective referral process for assisting students and others to use special programs and services							
5.3 Identifies community agencies for referral of students							
5.4 Maintains cooperative working relationships with community resources							
5.5 Facilitates successful transition from one level of education to the next (i.e. elementary to middle							
Overall Rating of Standard							
Professional Growth/Comments:							

6: Assessment		Meets		Growth Needed		Does Not Meet	
6.1 Participates in the planning and evaluation of the district/school testing program							
6.2 Assesses, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles							
6.3 Collaborates with staff concerning assessment of special needs students							
6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans							
6.5 Coordinates student records to ensure the confidentiality of assessment data							
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program							
Overall Rating of Standard							
Professional Growth/Comments:							
7: Uses a Variety of Effective Teaching Techniques-Equipment, Media, and Materials		Meets		Growth Needed		Does Not Meet	
7.1 Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board							
7.2 Adheres to federal/state laws and regulations related to education and child protection							
7.3 Accepts responsibility for ongoing professional development							
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action							
7.5 Is knowledgeable of the position statements of the American School Counselor Association							
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession							
Overall Rating of Standard							
Professional Growth/Comments:							
8: Demonstrates Professional Leadership		Meets		Growth Needed		Does Not Meet	
8.1 Builds positive relationships within and between school and community							
8.2 Promotes leadership potential in colleagues							
8.3 Participates in professional organizations and activities							
8.4 Writes and speaks effectively							
8.5 Guides the development of curriculum and instructional materials							
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities							
8.7 Initiates and develops educational projects and programs							
8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member							
8.9 Presents program in a manner that reflects sensitivity to a multicultural and global perspective							
8.10 Works with colleagues to administer an effective learning climate within the school							
Overall Rating of Standard							
Professional Growth/Comments:							

9: Engages in Professional Development	Meets		Growth Needed		Does Not Meet	
9.1 Establishes priorities for professional growth						
9.2 Analyzes student performance to help identify professional development needs						
9.3 Solicits input from others in the creation of individual professional development plans						
9.4 Implements knowledge and skills acquired through on-going professional development						
9.5 Modifies own professional development plan to improve performance and to promote student learning						
Overall Rating of Standard						

Professional Growth/Comments:

10: Demonstrates Implementation of Technology	Meets		Growth Needed		Does Not Meet	
10.1 Operates a multimedia computer and peripherals to install and use a variety of software						
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication						
10.3 Demonstrates knowledge of the use of technology in business, industry, and society						
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations						
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras						
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction						
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction						
10.8 Requests and uses appropriate assistive and adaptive devices for student with special needs						
10.9 Designs lessons that use technology to address diverse student needs and learning styles						
10.10 Practices equitable and legal use of computers and technology in professional activities						
10.11 Facilitates the life-long learning of self and other through the use of technology						
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation						
10.13 Applies research-based instructional practices that use computers and other technology						
10.14 Uses computers and other technology for individual, small group, and large group learning activities						
10.15 Uses technology to support multiple assessments of student learning						
10.16 Instructs and supervises students in the ethical and legal use of technology						
Overall Rating of Standard						

Professional Growth/Comments:

Notes Regarding Overall Standard Ratings

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

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

Evaluatee:

- ☐ Agree with this formative evaluation
☐ Disagree with this formative evaluation

Evaluatee's Signature _____	Date _____
Evaluator's Signature _____	Date _____

HARDIN COUNTY SCHOOLS SCHOOL COUNSELOR SUMMATIVE FORM

R09

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

Employee ID# _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

Pre-Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Observation Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Post Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

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

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: ☐ Agrees with this summative evaluation
☐ Disagrees with this summative evaluation

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

**HARDIN COUNTY SCHOOLS
SCHOOL PSYCHOLOGISTS AND CONSULTANTS STANDARDS**

STANDARD 1:

Creates a Climate Conducive to Consultation

The extent to which the psychologist:

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

STANDARD 2:

Employs a Variety of Effective Consultation Procedures

The extent to which the psychologist:

- 2.1 Consults with parents and staff on effective intervention strategies
- 2.2 Provides professional development for interested staff and parents

STANDARD 3:

Participates in Professional Growth Activities

The extent to which the psychologist:

- 3.1 Demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, conferences)
- 3.2 Takes advantage of opportunities to learn from colleagues, students, parents, and community and demonstrates growth from those activities
- 3.3 Keeps abreast of developments in this profession

STANDARD 4:

Follows the Policies and Procedures of the School District

The extent to which the psychologist:

- 4.1 Strives to stay informed about policies and regulations applicable to this position
- 4.2 Selects appropriate channels for resolving concerns and problems

STANDARD 5:

Demonstrates a Sense of Professional Responsibility

The extent to which the psychologist:

- 5.1 Completes duties promptly and accurately
- 5.2 Is punctual and attends regularly
- 5.3 Provides accurate data to the school and district as requested
- 5.4 Maintains confidentiality of records and information related to individual cases
- 5.5 Carries out duties in accordance with established job description
- 5.6 Maintains accurate case records on all referred students
- 5.7 Demonstrates a professional image throughout the district
- 5.8 Completes timely reports which are well written and easily understood by parents and school personnel
- 5.9 Upholds and models Kentucky School Personnel Code of Ethics
- 5.10 Exhibits fairness and respect for diversity

STANDARD 6:

Utilizes Time Effectively

The extent to which the psychologist:

- 6.1 Allots a realistic amount of time for specified activities
- 6.2 Is available to students at appointed times barring emergencies
- 6.3 Begins activities on time
- 6.4 Uses time effectively for each designated activity
- 6.5 Responds to crises throughout the district when assistance is needed

STANDARD 7:

Demonstrates the Ability to Communicate Effectively

The extent to which the psychologist:

- 7.1 Utilizes appropriate correct oral and written communication
- 7.2 Presents ideas logically
- 7.3 Gives directions or information in a clear, concise and reasonable manner
- 7.4 Uses a variety of verbal and nonverbal techniques
- 7.5 Elicits and responds to questions
- 7.6 Summarizes effectively
- 7.7 Uses active listening skills

STANDARD 8:

Implements Programs Effectively

The extent to which the psychologist:

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

STANDARD 9:

Provides Effective Assessment Services

The extent to which the psychologist:

- 9.1 Serves as a member of the school's multidisciplinary team
- 9.2 Provides comprehensive psychological evaluation which address individual differences in children's learning patterns
- 9.3 Assesses difficulties of referred students through appropriate assessment and diagnostic practices
- 9.4 Selects appropriate assessment devices and materials
- 9.5 Suggests and helps implement pre-referral strategies and interventions for student exhibiting learning/behavior difficulties

STANDARD 10:

Demonstrates Implementation of Technology

The extent to which the school psychologist:

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction

- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles
- 10.10 Practices equitable and legal use of computers and technology in professional activities
- 10.11 Facilitates the lifelong learning of self and others through the use of technology
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
- 10.13 Applies research-based instructional practices that use computers and other technology
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities
- 10.15 Uses technology to support multiple assessments of student learning
- 10.16 Instructs and supervises students in the ethical and legal use of technology

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS AND CONSULTANTS

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

Evaluattee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of 1st Observation _____ Date of 1st Post-Observation Conference _____Date of 2nd Observation _____ Date of 2nd Post-Observation Conference _____

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
	Meets		Growth Needed		Does Not Meet	
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd
1: Creates a Climate Conducive to Consultation						
1.1 Displays non-judgmental and accepting attitudes						
1.2 Shows respect for others through active listening						
1.3 Maintains the confidentiality of student interviews						
1.4 Provides opportunities for students to explore problems and weigh alternatives in decision making						
1.5 Encourages students to set goals and assume responsibility for meeting them						
Overall Rating of Standard						
Professional Growth/Comments:						
2: Employs a Variety of Effective Consultation Procedures						
2.1 Consults with parents and staff on effective intervention strategies						
2.2 Provides professional development for interested staff and parents						
Overall Rating of Standard						
Professional Growth/Comments:						
3: Participates in Professional Growth Activities						
3.1 Demonstrates commitment by participation in professional activities (e.g. professional organizations, course work, workshops, conferences)						
3.2 Takes advantage of opportunities to learn from colleagues, students, parents, and community and demonstrates growth from those activities						
3.3 Keeps abreast of developments in the profession						
Overall Rating of Standard						
Professional Growth/Comments:						

4: Follows the Policies and Procedures of the School District	Meets		Growth Needed		Does Not Meet	
4.1 Strives to stay informed about policies and regulations applicable to this position						
4.2 Selects appropriate channels for resolving concerns and problems						
Overall Rating of Standard						
Professional Growth/Comments:						
5: Demonstrates a Sense of Professional Responsibility	Meets		Growth Needed		Does Not Meet	
5.1 Completes duties promptly and accurately						
5.2 Is punctual and attends regularly						
5.3 Provides accurate data to the school and district as requested						
5.4 Maintains confidentiality of records and information related to individual cases						
5.5 Carries out duties in accordance with established job description						
5.6 Maintains accurate case records on all referred students						
5.7 Demonstrates a professional image throughout the district						
5.8 Completes timely reports which are well written and easily understood by parents and school personnel						
5.9 Upholds and Kentucky School Personnel Code of Ethics						
5.10 Exhibits fairness and respect for diversity						
Overall Rating of Standard						
Professional Growth/Comments:						
6: Utilizes Time Effectively	Meets		Growth Needed		Does Not Meet	
6.1 Allots a realistic amount of time for specified activities						
6.2 Is available to students at appointed times barring emergencies						
6.3 Begins activities on time						
6.4 Uses time effectively for each designated activity						
6.5 Responds to crisis throughout the district when assistance is needed						
Overall Rating of Standard						
Professional Growth/Comments:						

7: Demonstrates the Ability to Communicate Effectively	Meets		Growth Needed		Does Not Meet	
7.1 Utilizes appropriate correct oral and written communication						
7.2 Presents ideas logically						
7.3 Gives directions or information in a clear, concise and reasonable manner						
7.4 Uses a variety of verbal and nonverbal techniques						
7.5 Elicits and responds to questions						
7.6 Summarizes effectively						
7.7 Uses active listening						
Overall Rating of Standard						
Professional Growth/Comments:						
8: Implements Programs Effectively	Meets		Growth Needed		Does Not Meet	
8.1 Explains and discusses purposes of assessment, procedural safeguards, due process, rules and regulations, and other information for parents, students, staff and administrators						
8.2 Provides helpful information to teachers, counselors, and administrators for educational planning						
8.3 Provides up-to-date information regarding issues based on sound research findings						
8.4 Provides assistance identifying useful resources						
8.5 Follows special education policies, procedures, and timelines for psychological evaluations						
Overall Rating of Standard						
Professional Growth/Comments:						
9: Provides effective Assessment Services	Meets		Growth Needed		Does Not Meet	
9.1 Serves as a member of the school's multidisciplinary team						
9.2 Provides comprehensive psychological evaluation which address individual differences in children's learning patterns						
9.3 Assess difficulties of referred students through appropriate assessment and diagnostic practices						
9.4 Selects appropriate assessment devices and materials						
9.5 Suggests and helps implement pre-referral strategies and interventions for student exhibiting learning/behavior difficulties						
Overall Rating of Standard						
Professional Growth/Comments:						

10: Demonstrates Implementation of Technology	Meets		Growth Needed		Does Not Meet	
10.1 Operates a multimedia computer and peripherals to install and use a variety of software						
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication						
10.3 Demonstrates knowledge of the use of technology in business, industry, and society						
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations						
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras						
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction						
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction						
10.8 Requests and uses appropriate assistive and adaptive devices for student with special needs						
10.9 Designs lessons that use technology to address diverse student needs and learning styles						
10.10 Practices equitable and legal use of computers and technology in professional activities						
10.11 Facilitates the life-long learning of self and other through the use of technology						
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation						
10.13 Applies research-based instructional practices that use computers and other technology						
10.14 Uses computers and other technology for individual, small group, and large group learning activities						
10.15 Uses technology to support multiple assessments of student learning						
10.16 Instructs and supervises students in the ethical and legal use of technology						
Overall Rating of Standard						
Professional Growth/Comments:						

Notes Regarding Overall Standard Ratings

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

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

Evaluatee:

- ☐ Agree with this formative evaluation
☐ Disagree with this formative evaluation

Evaluatee's Signature _____	Date _____
Evaluator's Signature _____	Date _____

HARDIN COUNTY SCHOOLS SCHOOL PSYCHOLOGISTS & CONSULTANTS SUMMATIVE FORM

R09

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

Employee ID# _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

Pre-Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Observation Dates 1st _____ 2nd _____ 3rd _____ 4th _____

Post Conference Dates 1st _____ 2nd _____ 3rd _____ 4th _____

School Psychologists and Consultants Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Creates a Climate Conducive to Consultation			
2 Employs a Variety of Effective Consultation Procedures			
3 Participates in Professional Growth Activities			
4 Follows the Policies and Procedures of the School District			
5 Demonstrates a Sense of Professional Responsibility			
6 Utilizes Time Effectively			
7 Demonstrates the Ability to Communicate Effectively			
8 Implements Programs Effectively			
9 Provides Effective Assessment Services			
10 Demonstrates Implementation of Technology			
Overall Rating			

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

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

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: ☐ Agrees with this summative evaluation
☐ Disagrees with this summative evaluation

Signature _____ Date _____

Evaluator:

Signature _____ Date _____

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

HARDIN COUNTY SCHOOLS

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS-2008 ISLLC STANDARDS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators	
1. <u>Vision</u>	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 the stakeholders.
2. <u>School Culture and Learning</u>	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.
3. <u>Management</u>	An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. <u>Collaboration</u>	An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. <u>Integrity, Fairness, Ethics</u>	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. <u>Political, Economic, Legal</u>	An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

ISLLC

Evaluation Standards and Performance Criteria for Education Administrators

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

Standard 1: Vision

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 the stakeholders.**

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

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
E.	Monitor and evaluate progress and revise plans

Standard 2: School Culture and Learning

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.**

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

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
J.	Demonstrates Professional growth

Standard 3: Management

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

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

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: Collaboration

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

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

A.	Collect 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: Integrity, Fairness, Ethics

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

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

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: Political, Economic, Legal

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

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

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

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR ADMINISTRATOR

R09

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of 1st Observation _____ Date of 1st Post-Observation Conference _____

Date of 2nd Observation _____ Date of 2nd Post-Observation Conference _____

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
Standard 1: Vision 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 the stakeholders.	Meets		Growth Needed		Does Not Meet	
	Observation 1 st 2 nd		Observation 1 st 2 nd		Observation 1 st 2 nd	
A. Collaboratively developing and implementing a shared vision and mission						
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning						
C. Creating and implementing plans to achieve goals						
D. Promoting continuous and sustainable improvement						
E. Monitoring and evaluating progress and revising plans						
Overall rating for Summative Evaluation Form						
Professional Growth/Comments:						
Standard 2: School Culture and Learning 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.	Meets		Growth Needed		Does Not Meet	
	Observation 1 st 2 nd		Observation 1 st 2 nd		Observation 1 st 2 nd	
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations						
B. Creates a comprehensive, rigorous, and coherent curricular program						
C. Creates a personalized and motivating learning environment for students						
D. Supervises Instruction						
E. Develops assessment and accountability systems to monitor student progress						
F. Develops the instructional and leadership capacity of staff						
G. Maximizes time spent on quality instruction						
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning						
I. Monitors and evaluates the impact of the instructional program						
J. Demonstrates Professional Growth						
Overall rating for Summative Evaluation Form						
Professional Growth/Comments:						

Standard 3: Management							
An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.		Meets		Growth Needed		Does Not Meet	
A. Monitors and evaluates the management and operational systems							
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources							
C. Promotes and protects the welfare and safety of students and staff							
D. Develops the capacity for distributed leadership							
E. Ensures teacher and organizational time is focused to support quality instruction and student learning							
Overall rating for Summative Evaluation Form							
Professional Growth/Comments:							
Standard 4: Collaboration							
An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.		Meets		Growth Needed		Does Not Meet	
A. Collects and analyzes data and information pertinent to the educational environment							
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources							
C. Builds and sustains positive relationships with families and caregivers							
D. Builds and sustains productive relationships with community partners							
Overall rating for Summative Evaluation Form							
Professional Growth/Comments:							

Standard 5: Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Meets		Growth Needed		Does Not Meet	
A. Ensures a system of accountability for every student's academic and social success						
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior						
C. Safeguards the values of democracy, equality, and diversity						
D. Considers and evaluates the potential, moral and legal consequences of decision-making						
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling						
Overall rating for Summative Evaluation Form						
Professional Growth/Comments:						
Standard 6: Political, Economic, Legal An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Meets		Growth Needed		Does Not Meet	
A. Advocates for children, families, and caregivers						
B. Acts to influence local, district, state, and national decisions affecting student learning						
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies						
Overall rating for Summative Evaluation Form						
Professional Growth/Comments:						

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

Evaluatee:

- ☐ Agree with this formative evaluation
☐ Disagree with this formative evaluation

Evaluatee's Signature _____	Date _____
Evaluator's Signature _____	Date _____

SUMMATIVE EVALUATION FOR ADMINISTRATORS

R09

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

Employee ID# _____

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

Administrator Standards:

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

Overall Rating

Ratings:

Meets	Growth Needed	*Does Not Meet
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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. _____

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation
_____ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

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

Hardin County Schools Individual Corrective Action/Improvement Plan

Name:	Title:	Work Site:	Date:
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Professional Standard or Domain	Growth Objective/Goal(s) (Describe the desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Include support personnel)	Target Dates

Attach more pages if necessary

Evaluatee's Comments:

Individual Corrective Action Plan Developed:	Status : <u> </u> Achieved <u> </u> Revised <u> </u> Continued <u> </u>
Evaluatee's Signature	Evaluatee's Signature
Date	Date
Evaluator's Signature	Evaluator's Signature
Date	Date

Progress Review Meetings

Date:	Comments
1.	1.
2.	2.
3.	3.

**HARDIN COUNTY SCHOOLS
CERTIFIED EVALUATION APPEALS REQUEST FORM**

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.

2. Give specific evidence/reasons to support your objections.

3. At your discretion, share any other information pertinent to this evaluation.

{This form shall be presented in person or by mail to the chairperson of the district Evaluation Appeals Panel. The time (within five (5) working days of receipt of the evaluation) is stipulated in the local district evaluation plan.}

Signature _____

Date _____

R09

Appendix

Teacher Professional Growth and Effectiveness System

TPGES Timeline

Pre-Observation Form

Post-Observation Form

Student Growth Goal Rigor Worksheet

Student Growth Goal Rigor Checklist

TPGES Evaluation Tracking Form

Corrective Action/Improvement Plan Form

Appeals Request Form

Teacher PGES Timeline Hardin County Schools

Month	ALL Teachers—Every Year	Tenured Teachers on Three-Year Plan (not on summative year)	Tenured Teachers on Three-Year Plan (in summative year)	Non-Tenured Teachers and Tenured Teachers on One-Year Plan
August	Begin collecting data on all students			
September	Self-Reflection complete by September 1st			Schedule First Observation (mini) with Administrator
October	Professional Growth Plan due in CIITS by October 1 st . Administrator feedback due by October 31 st . Student Growth Goal and Plan due in CIITS by October 1 st . Administrator feedback due by October 31 st .		Request peer observer in content area if desired by October 15 th .	Request peer observer in content area if desired by October 15 th .
November				Schedule Second Observation (mini) with peer observer
December				
January		Schedule mini observation by administrator (if not already completed)*	Schedule peer observation (if not already completed).	Schedule third observation (mini) with administrator
February			Mid-Year Review conference	Mid-Year Review conference
March	Student Voice Survey Window		Schedule full observation by administrator (if not already completed). *	Schedule fourth observation (full) with administrator
April			Summative conference and evidence review for Domains One and Four	Summative conference and evidence review for Domains One and Four
		*During years that the tenured teacher is not on a summative year, he/she will have one mini-observation from an administrator. This observation can occur during any observation window.	*During the tenured teacher's summative year, observations can occur during any observation window.	

PRE-OBSERVATION DOCUMENT

Teacher	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
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?	

POST-OBSERVATION DOCUMENT

Teacher	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

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

Principal's Signature

Date

Student Growth Goal Rigor Checklist

Teacher Name: _____ Date: _____

Student Growth Goal:

Growth Goal Checklist Directions: Answer each question below with Yes/No and provide rationale as needed before submitting your growth goal to the principal in CIITS. The principal will then complete the same checklist about your goal before accepting the goal. Feedback will be provided by the principal if your goal is missing one or more components.

Question	Yes/No	Rationale
Is the goal Specific? (Draw a box around the specific content/skill addressed in your goal).		
Is the goal Measurable? (Underline how you will measure student progress in the goal above.)		
Is the goal Appropriate? (Place a star next to the component above that makes your goal appropriate for all students in your class.)		
Is the goal Realistic? Is your goal doable, but rigorous enough to stretch the outer bounds of attainable? (Place a checkmark beside the realistic goal above.)		
Is the goal Time-Bound? (Circle the time in the goal above)		
Does the goal address an enduring skill, concept or understanding in your content area?		
Does the goal have both a growth component and a proficiency component? Did you include a goal for ALL students and also a goal with a percentage of students who will meet proficiency?		
Does the goal relate to the needs of the current group of identified students? (If you mark yes here, you should also mark that your goal is appropriate.)		

[illegible]

MINI-PERFORMAL

[illegible]

Hardin County Schools **Individual Corrective Action/Improvement Plan**

Name:	Title:	Work Site:	Date:
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Professional Standard or Domain	Growth Objective/Goal(s) (Describe the desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Include support personnel)	Target Dates

Attach more pages if necessary

Evaluatee's Comments:

Individual Corrective Action Plan Developed:

Status : Achieved Revised Continued				
<table style="width: 100%;"> <tr> <td style="width: 60%;">Evaluatee's Signature</td> <td style="width: 40%;">Date</td> </tr> <tr> <td>Evaluator's Signature</td> <td>Date</td> </tr> </table>	Evaluatee's Signature	Date	Evaluator's Signature	Date
Evaluatee's Signature	Date			
Evaluator's Signature	Date			
<table style="width: 100%;"> <tr> <td style="width: 60%;">Progress Review Meetings</td> <td style="width: 40%;">Date</td> </tr> </table>	Progress Review Meetings	Date		
Progress Review Meetings	Date			

Date:	Comments
1.	1.
2.	2.
3.	3.

**HARDIN COUNTY SCHOOLS
CERTIFIED EVALUATION APPEALS REQUEST FORM**

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.

2. Give specific evidence/reasons to support your objections.

3. At your discretion, share any other information pertinent to this evaluation.

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Signature _____ Date _____

R09

Appendix

Principal Professional Growth and Effectiveness System

Reflective Practice, Student Growth, Working Conditions Goal and Professional Growth Planning Template
PPGES Site Visit/Formative Conference Form
Corrective Action/Improvement Plan Form
Appeals Request Form

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B-1: State Student Growth

State Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>		
Process or Rubric for Determining High, Expected or Low Growth.		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part B-2: Local Student Growth

Local Student Growth Goal Statement <i>(Based on School Need</i>		
Process or Rubric for Determining High, Expected or Low Growth		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
% and below	%-%	%-%	% and above

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	Strategies/Actions What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/action?

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

Other Data ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback
☐ Other

Data Selected	Results

Questions to Consider:

How does the additional data inform your decision about your learning needs?

Part E: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
---	--

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ <div style="text-align: right;">Principal's Superintendent</div>

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

Principal Professional Growth and Effectiveness System
Reflective Practice, Student Growth and Professional Growth Planning Template

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<div style="border: 1px solid black; height: 100px; margin-bottom: 5px;"></div> <input type="checkbox"/> Data attached
Date:	End of Year TELL KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Principal: _____ School/Site: _____

Date of Visit: _____

Standard	Comments
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	
5. Communication and Community Relationship <i>Access of all students by communicating and collaborating effectively with stakeholders.</i>	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	
7. Student Progress <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i>	

Overall Comments from Site Visit:

Next Steps:

Superintendent Signature

Date

Principal Signature

Date

Hardin County Schools Individual Corrective Action/Improvement Plan

Name:	Title:	Work Site:	Date:
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Professional Standard or Domain	Growth Objective/Goal(s) (Describe the desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Include support personnel)	Target Dates

Attach more pages if necessary

Evaluatee's Comments:

Individual Corrective Action Plan Developed:	Status : <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued
Evaluatee's Signature	Evaluatee's Signature
Evaluator's Signature	Evaluator's Signature
Progress Review Meetings	

Date:	Comments
1.	1.
2.	2.
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