TODD COUNTY

CERTIFIED EVALUATION PLAN

INCORPORATING PGES

Todd County Board of Education

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July 14, 2014

**The Mission of Todd County Schools is**

**Teaching, Caring and Serving**

**Teaching** all students from a rigorous and aligned curriculum.

**Caring** by building positive mentoring relationships with all students

**Serving** by using varied, research-based instructional strategies that make learning relevant to the needs of our students and the community.

**ASSURANCES**

**CERTIFIED EVALUATION PLAN**

The Todd County School District hereby assures the Kentucky Commissioner of Education as follows:

An evaluation committee composed of an equal number of teachers and administrators developed this evaluation plan.

All evaluations will be in writing on evaluation forms and in accordance with these policies and procedures which have been written in accordance with KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified employees annually within one month of reporting for employment. This will 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 will develop an Individual Professional Growth Plan (IGP) that will be aligned with the school/district improvement plan(s) and comply with any requirements of KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370. The IGP will be reviewed annually.

All administrators, to include superintendent, and non-tenured teachers will be evaluated annually.

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

Each evaluator will be trained and approved in the use of appropriate evaluation techniques in accordance with KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370 and the use of local instruments and procedures.

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

Each evaluatee will be given a copy of his/her summative evaluation and the summative evaluation will be filed in his/her personnel file.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the District Appeals Panel, and a right to presence of evaluatee’s chosen representative.

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

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

All evaluation procedures and forms are designed to foster professional growth and to support individual personnel decisions.

All evaluation forms and forms relevant to appeals are on file at the district office and in each principal’s office and said documents are available for review by any evaluatee at any time.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Board Order #

\_\_\_\_\_

Signature of District Superintendent Date

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

Signature of Chairperson, Board of Education Date

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**Rationale for Developing the Hybrid Evaluation System**

The reform and accountability movement in the field of education, that germinated from No Child Left Behind (NCLB) legislation and that has been further propagated by the initiative, Race to the Top (RTTT), has included and expanded the methods by which teachers are and will be evaluated. The Race to the Top initiative was competitive. For states to be eligible to be considered for RTTT funds the educational systems of those states had to meet certain criteria. One of the criteria was teacher evaluation. The RTTT initiative demands that teacher evaluations be “linked to student achievement,” according to SREB author, A. Dixon, in the article, *Focus on Teacher Reform Legislation in SREB States: Evaluation Policies*. Through studies and research, specifically, the Measures of Effective Teaching (MET) project funded by the Bill and Melinda Gates Foundation, evaluations have been examined and explored. The findings from the MET project are closely aligned and similar to the Danielson Method of measuring teacher effectiveness. Kentucky has developed a new evaluation system, Professional Growth Effectiveness System (PGES), based on the work of the MET project and Charlotte Danielson.

This year, Kentucky school districts have been given the option of either full implementation of PGES using a hybrid evaluation system or a dual system to bridge the time-span for full implementation of PGES state wide in 2015-2016. The Todd County School District formed a committee to develop the hybrid system of evaluation to be used during the 2014-2015 school year. This manual is the result of the committee’s work. The PGES system will be used for all certified classroom teachers, principals, and assistant principals. All other certified employees will be evaluated in compliance with 704 KAR 3:370, Sections 13 and 14. The substantive and procedural aspects of all evaluations are explained in depth herein.

**Todd County Schools’ Certified Evaluation Plan**

**PROCESS AND PROCEDURES**

Based on the premise that all individuals are capable of improvement, evaluation in the Todd County School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils. A committee made up of four administrators and four teachers developed this Certified Evaluation Plan.

This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employee’s first school month will not apply to the employee until the following school year. Each certified employee below the level of superintendent will be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Each evaluator will complete twelve hours of additional training every two years to continue approval as an evaluator. Evaluators will use the forms (hard copy or electronic) adopted by the district and approved by the Kentucky Department of Education and available through the district office or any principal’s office Evaluators are trained and qualified in accordance with KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370.

The evaluatee’s immediate supervisor will be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the evaluatee, observations by a peer trained in the same content area or by curriculum content specialists will be provided. The selection of this third party observer will, if possible, be determined through mutual agreement by the evaluator and the evaluatee. An evaluatee who exercises this option will do so, in writing to the evaluator, by no later than February 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher’s written request, the evaluator will select the third party observer.

Monitoring and/or observations of performance will be conducted openly and with the full knowledge of the evaluatee. Evaluations below the level of superintendent will be in writing on an approved evaluation form and become a part of the evaluatee’s official personnel record. The observations will include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan will provide an opportunity for a written response by the evaluatee and the response will become a part of the official personnel record. Each evaluatee will receive a copy of the evaluation.

Administrators will be evaluated annually. Certified staff holding an administrative role in the district (i.e., Director of Special Education, Instructional Supervisor, Principal,

Assistant Principal, Assistant Superintendent) and holding administrative certification issued by the Kentucky Education Professional Standards Board will be evaluated as an administrator. The Superintendent will be evaluated annually by the Todd County Board of Education. The Superintendent’s evaluation process will be developed and adopted by the Todd County Board of Education.

The evaluatee and evaluator will complete a Pre‐Observation Form prior to a classroom observation visit as a means for the evaluator and evaluatee to discuss what is to be taught. A conference between the evaluator and the person evaluated will occur within five working days following each classroom observation. Formative data collected during the Kentucky Teacher Internship Program may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms. Informal observations will also be used as a part of the evaluative process and can occur at any time the evaluator observes the evaluatee in the performance of his/her duties. Data collected by the evaluator relevant to the evaluatee may also be utilized in the evaluation process.

The summative evaluation of the evaluatee will be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The evaluatee will be provided an opportunity for a written response and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan, explained more thoroughly in the following paragraph, will be forwarded to the district office. Summative evaluations will occur yearly for each non‐tenured certified employee, every administrator, and any tenured employee whose observation results were previously unsatisfactory. Summative evaluation will occur a minimum of once every three‐year period for each tenured teacher who had previously satisfactory observation results.

All certified staff will develop an Individual Professional Growth Plan, which is aligned with the goals and missions of the school/district. The Individual Professional Growth Plan will be reviewed annually to determine if it has been achieved or needs to be revised or continued. The evaluatee has the responsibility for developing the plan with the assistance of the evaluator.

All certified staff will develop and maintain a Professional File in CIITS as an extension of the evaluation process. The Professional File will assist with the collection of specific productions and behaviors beyond the formal classroom observations such as student assessment data, extra‐curricular activities, professional development, leadership, and school‐home connections.

It is the intent of the District that all certified employees meet the District’s standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District’s standards in all categories. In the case of tenured certified employees it is expected that the employee will meet the District’s standards in all categories.

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one Standard or more from the Summative Evaluation. However, a Corrective Action Plan may be developed at any time the evaluator needs to address a specific concern in an employee’s performance. Once the corrective action plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. The employee will move back into the Individual Professional Growth Plan Cycle, when the concern has been corrected.

If there is no improvement with a corrective action plan, the evaluator may choose to implement an Assistance Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Assistance Team will include the primary evaluator, the instructional supervisor, and a colleague who is knowledgeable of the content area of the employee requiring assistance. An employee who is assigned an Assistance Team will be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

Evaluatees have appeal rights as explained in Appendix E.

**SCHEDULE OF EVALUATION**

1. No later than the end of the first month of reporting for employment, each certified employee will be provided a copy of the form on which he or she will be evaluated and the process and criteria will be discussed.
2. Non-tenured teachers will be evaluated annually.
3. Non-tenured teachers will receive at least four formal observations (three mini and one full, following the progressive 3&1 model) annually. The first observation will be before November 1st and the last observation before April 1st.
4. Tenured personnel, other than administrators, will be evaluated every three years or at the discretion of the supervisor.
5. All administrators will be evaluated annually.
6. The Superintendent will be evaluated annually by the Todd County Board of Education.
7. All certified personnel may request an additional observation by a third party. This request must be in writing to the employee’s direct supervisor by February 15th.
8. All Summative Evaluations will be completed and submitted to the Todd County Board of Education by May 1st.
9. In the event the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.
10. All certified personnel will complete or review his or her previously completed growth plan annually. The individual growth plan will be aligned with the school improvement and professional development plans. The employee’s immediate supervisor will be responsible for the evaluation of the growth plan.
11. A copy of the evaluation will be provided to the evaluatee.
12. The evaluatee has 5 working days to give a written response regarding the evaluation, if so desired.

**CERTIFIED CLASSROOM TEACHERS**



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**Professional Growth and Effectiveness SYSTEM (PGES) Plan**

**I. PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW**

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

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

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

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

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant.

The vision for the 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.

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Under PGES, evaluatees will be rated according to four performance levels: **Ineffective, Developing, Accomplished, and Exemplary**. The performance rating will be determined by compiling the evaluatee’s professional practice rating and the student growth rating, which will each be explained more thoroughly in turn.

Evaluators must use the following Required Sources of Evidence in determining overall ratings:

* + Professional Growth Planning and Self-Reflection
  + Observation
  + Student Voice
* Student Growth Percentiles and/or Student Growth Goals 2015-2016
* Other Measures of Student Learning possible examples (ACT, MAP, STAR, Brigance, etc.)
* Products of Practice
* Other Sources (e.g., surveys)

All components and sources of evidence related to 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).

**II. PROFESSIONAL PRACTICE RATING**

The professional practice rating is determined using the performance criteria outlined in KRS 156.557 and the Kentucky Framework for Teaching as specified in 704 KAR 3:370.

**A. KRS 156.557(4)**

**The performance criteria by which teachers and administrators shall be evaluated shall include but not limited to:**

**a. Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;**

**b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research –based instructional practices, or school management skills based on validated managerial practices;**

**c. Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;**

**d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;**

**e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;**

**f. Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;**

**g. Demonstration of the effective use of resources, including technology;**

**h. Demonstration of professional growth;**

**i. Adherence to the professional code of ethics; and**

**j. Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs a to j of this subsection.**

**III. 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 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.

|  |  |
| --- | --- |
| **Framework for Teaching (Charlotte Danielson)** | |
| **Domain 1: Planning and Preparation**  **1a** Demonstrating Knowledge of Content and Pedagogy  **1b** Demonstrating Knowledge of Students  **1c** Setting Instructional Outcomes  **1d** Demonstrating Knowledge of Resources  **1e** Designing Coherent Instruction  **1f** Designing Student Assessments | **Domain 2: Classroom Environment**  **2a** Creating an Environment of Respect and Rapport  **2b** Establishing a Culture for Learning  **2c** Managing Classroom Procedures  **2d** Managing Student Behavior  **2e** Organizing Physical Space |
| **Domain 4: Professional Responsibilities**  **4a** Reflecting on Teaching  **4b** Maintaining Accurate Records  **4c** Communicating with Families  **4d** Participating in a Professional Community  **4e** Growing and Developing Professionally  **4f** Showing Professionalism | **Domain 3: Instruction**  **3a** Communicating With Students  **3b** Using Questioning and Discussion Techniques  **3c** Engaging Students in Learning  **3d** Using Assessment in Instruction  **3e** Demonstrating Flexibility and Responsiveness |

**A. Required Sources of Evidence to Inform Professional Practice**

1. Professional Growth Planning and Self-Reflection
2. Observation
3. Student Voice

Sources of evidence/Framework for Teaching Alignment

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

**1. Professional Growth Planning and Self-Reflection**

Each evaluate will be required to develop his or her own Individual Professional Growth Plan, with the aid and assistance of his or her evaluator, to be used as one source of evidence in determining the professional practice rating. The Individual Professional Growth Plan must address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

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

* 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.
* All teachers will submit Professional Growth Planning and Self-Reflection for approval within the first nine weeks of school.

**2. Observation**

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation* *and feedback* to measure the effectiveness of a teacher’s professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere. 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.

**a. Observation Model For Tenured Teachers**

For Tenured teachers, there will be:

* Four (4) observations in the three-year 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.

**b. The Progressive Model (3&1 model) For Non-tenured teachers**

Non-tenured will follow the progressive 3&1 model. This includes:

* One full observation by the supervisor that is the final observation in the summative year consisting of a full class or lesson observation.
* Three mini observations with one being by the peer observer during the summative year.
  + The mini observations will be approximately 20 to 30 minutes in duration each.
  + The observer will make a note of the components observed in the mini observation in order to identify items to look for in the next mini observation session.

**c. Observation Conferencing**

Observers will adhere to the following observation conferencing requirements:

* Pre-conferences will be conducted within five (5) instructional days prior to the observation.
* Post-observation conferences will be conducted within five (5) working days.
* The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Full and Mini (Partial) Observation:

* The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and mini evaluations. The post-observation conference will be done in person.

**d. Observation Schedule**

* Observations may begin after the PGES training.
* Observations must be completed by April 1st.
* The deadline for completing summative evaluations for non-tenured teachers or teachers on an improvement/correction plan and submitting them to the Todd County Board of Education will be May 1st.

Non-Tenured Timeline:

* 1st Observation: Begins after the evaluation training
* 2nd Observation: Begins November 1st
* 3rd Observation: Begins December 15th
* 4th Observation: Begins February 15th

Tenured Timeline:

* Observation Cycle begins after the evaluation training and must be completed by April 1st.
* The deadlinefor completing summative evaluations for tenured teachers and submitting them to the Todd County Board of Education will be May 1st.

**e. Observer Certification**

To ensure consistency of observations, evaluators must complete the approved KDE Observer Certification Training requirements (Teachscape), 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 Teachscape:

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

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

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

All administrators should be certified prior to the first instructional day of the school calendar. The Todd County Board of Education will pay for each evaluator to be certified. Evidence of successfully passing the certification requirements will be kept in each administrator’s personnel file for documentation**.**

Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation.

**f. Observer Certification Support**

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:

* A scaffold approach, beginning with initial supports to ensure success during the first administration of the assessment, supports for those who do not pass after one attempt, and supports for those unable to pass the assessment after the second attempt and are subsequently locked out of the system for 90 days.
* This support will include collaboration during the initial training, additional professional learning opportunities, and assignment of a mentor.

The district will consider the following to ensure teachers will have access to certified observers in cases where the supervisor is not certified through the proficiency system and therefore unable to conduct the observation:

* This may include district-level personnel or principals from another building (certified through the proficiency system) conducting the observation with the principal (modeling the process).
* It is important to note that observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

**g. 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.

* All certified observers will use Teachscape for calibration by August 1st of the designated year. The district will maintain evidence of calibration in his or her personnel file.
* After the calibration process in years 2 and 3 based on Teachscape, recertification will be required.

**h. Peer Observation**

A peer observer will observe, collect, and 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. Peer observation data can be utilized at the teacher’s request.

* All teachers will receive a peer observation in their summative year.
* All peer observers participating during the summative year observations will complete the state developed training once every three (3) years.
* All required peer observations must be documented in CIITS.
* Peer observers will be selected based on a voluntary basis, taking into consideration teacher certification and common core areas in elementary, middle, and high school levels.
* A district pool of peer observers will be assigned from district office, based on grade level, content area, growth areas, and principal input.

**3. Student Voice**

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

* All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
* Student selection for participation will be consistent across the district.
* Results will be used to inform Professional Practice.
* Formative years’ data will be used to inform Professional Practice in the summative year.
* All teachers and appropriate administrative staff will read, understand, and sign the district’s Student Voice Ethics Statement.
* The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
* The survey will be administered in the school.
* Survey data will only be considered when 10 or more students have responded.
* District Student Voice Survey Point-of-Contact will be the District Assessment Coordinator.
* The principal, in collaboration with the teacher, will determine the group of students to participate in the survey, ensuring equal access to all students to be based on PGP goals, student growth goals, and accountability areas.
* The state approved Student Voice Survey will be administered during the window as established by the Kentucky Department of Education following the KDE student voice guide toolkit.

**IV. ADDITIONAL SOURCES OF EVIDENCE**

Teachers may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher’s practice within the domains and 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
* Other Evidence as agreed upon by supervisor and evaluatee

All components and sources of evidence related to and 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).

**IV. STUDENT GROWTH RATING**

**(Portions of the Student Growth Section were adapted from the Oregon Dept. of Education Student Growth document)**

**Student Growth will not be used for personnel decisions in the 2014-15 School year, but all will develop goals and report progress. It will go into effect during the 2015-16 School Year for personnel decisions.**

Student Growth Goals are detailed, measurable goals for student academic growth to be achieved in a specific period of time and developed collaboratively by educators and their supervisors. Student Growth Goals are based on student learning needs identified by a review of data reflecting students’ baseline skills. Student Growth Goals provide educators with opportunities to demonstrate their students’ academic growth by setting rigorous, attainable goals for student achievement that are aligned to standards and to the instruction that teachers provide on a daily basis.

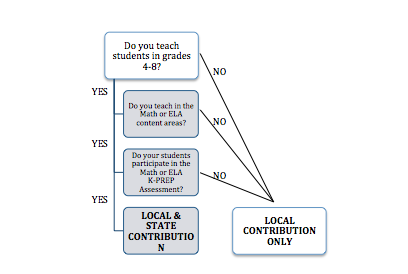
Student growth goals clearly describe specific learning targets students are expected to meet. They define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

Student growth goals can offer a clear connection between instruction, assessment and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The student growth goal process measures student learning and growth through various kinds of assessments.

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to about 20% of teachers in the following content areas and grade levels participating in state assessments:

* 4th – 8th Grade Teachers who instruct Reading
* 4th-8th Grade Teachers who instruct 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:

****

**A. State Contribution – Student Growth Percentiles (SGP) – (Math/ELA, Grades 4-8)**

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 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.

**B. Local Contribution – Student Growth Goals (SGG) – (Applies to all teachers)**

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 will develop an SGG for inclusion in the student growth measure.

**1. Student Growth Goal Criteria**

* The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
* The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
* The SGG will allow high and low achieving students to adequately demonstrate their knowledge.
* The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

**2. Rigor and Comparability of Student Growth Goals**

**a. Rigor**- Congruency to the Kentucky Core Academic Standards as reflected in Appendix C.

**b. Comparability**- Data collected for the student growth goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, and band or art classes.  For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed.  Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

**c. See Appendix B - Rubric for Rigor and Comparability of SMART (Specific, Measurable, Appropriate, Realistic, Time-Bound) Goals**

**3. Collaborative Goal Setting Process**

Collaborative goal setting requires that both the educator and the evaluator enter into the conversation with the same purpose: to create a rigorous, yet realistic, goal that examines the educator’s impact on student learning and growth. Goals originate with the educator after their analysis of student data. The collaborative process includes guiding questions to inform revisions. Questions could include:

* How was the baseline data used to inform the growth goal?
* How are growth targets appropriate for the student population?
* Are the expectations for growth rigorous yet realistic?
* How will this goal address student needs?
* How will goal attainment help the student succeed in this class/course or future class/courses?

Developing Student Growth Goals is a collaborative process between the educator and supervisor/evaluator (including colleagues where appropriate). For example, collaborative goal setting for teachers could take three different forms with the evaluator:

* An individual teacher accountable for an intact group of students writes a classroom or course-level goal.
* A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
* A team of teachers who share students between classrooms (RTI, Collaborative, Resource), write a team-level goal where teachers are accountable for all students.

See Components of Student Growth Goals – Appendix D.

**4. Steps for Setting Student Growth Goals**

**Step 1: Determine Needs**

To begin the process, educators should gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators review data and propose goals that measure the learning and growth of all students.

To set truly meaningful goals that enhance practice and support professional growth, educators must first engage in self-reflection as part of the process in determining student needs.

The self-reflection process:

* Establishes a continuous improvement plan for every educator
* Promotes professional growth and continuous learning
* Keeps student learning at the core of all instructional, leadership, and professional practice decisions
* Builds consistency across the school and district

**Step 2: Create Specific Learning Goals based on Pre-Assessments**

Student Growth Goals for students align with state or national standards, district priorities, and/or course objectives. When writing a student growth goal, both proficiency and growth must be addressed. The goal can be tiered for specific students to allow all students to demonstrate growth. See Appendix B for Rigor and Comparability of Student Growth Goal.

Educators are encouraged to collaborate to establish student growth goals (e.g. grade level, departments, curricular or administrative teams). Educators discuss proposed goals with their supervisor/evaluator and collaborate to establish final student growth goals. The educator and the evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate evidence-based strategies, quality of evidence and standards addressed. The SMART (Specific; Measureable; Appropriate; Realistic and Time-bound) goal process is used in the development of the student growth goals. The educator will receive two ratings for their student growth goal to address how closely proficiency and growth were met.

Educators will identify strategies and measures that will be used to determine goal attainment and specify what evidence will be provided to document progress on each goal. See Table 1 below for types of measures.

**Types of Measures for Student Learning and Growth for Administrator Evaluations**

|  |  |  |
| --- | --- | --- |
| Category | Types of Measures (aligned to standards) | Examples include, but not limited to: |
| 1 | State or national standardized tests | KPREP  (Kentucky Performance Rating for Educational Process) |
| 2 | Common national, regional, district-developed measures | ACT, PLAN, MAP, DIBELS, EOC, other common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms |
| 3 | Classroom-based or school-wide measures | Student performance, portfolios, products, projects, EOC, work samples, test |

**Step 3 and 4: Create and Implement Teaching and Learning Strategies and Monitor Student Progress through ongoing Formative Assessment**

These two steps are a continuous cycle throughout the life of the goal. Over the course of the school year, each educator will implement the instructional strategies that are appropriate for students to meet their targets as stated in the student growth goals.

The educator will be responsible for collecting and organizing student data and monitoring student progress through ongoing formative assessments. See Appendix C for Rigor and Comparability of Assessments.

Educators and evaluators will conduct a mid-course/class check on student progress toward goals and, consequently, on educator progress toward meeting their student growth goals. The educator and their evaluator may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular struggle (e.g., observing another educator or collaborating with a mentor). If the educator has already met their growth goal by the mid-course/class meeting, the educator may determine the need to revise the goal for increased rigor.

See Components of Student Growth Goals – Appendix D.

**Step 5: Determine Whether Students Achieved the Goal**

At the end of the course or school year, each educator and their supervisor meet for a final review of educator progress on student growth goals. They will reflect on student learning results and student learning outcomes and how future professional development might support continued learning and growth. They will examine the end-of-year data, discuss what worked and what did not, and identify available resources. The scoring process can be facilitated by creating a scoring rubric or worksheet where the educator can enter for each student their baseline score, growth target, and final score; whether each student exceeded, met, or did not meet the target; and the percentage of students in each category.

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

Evaluators and educators should utilize the following chart to determine the level at which they have met proficiency and growth in their Student Growth Goal:

|  |  |
| --- | --- |
| Growth/Proficiency Rating | Criteria |
| Low | Greater than 10% below the Student Growth Goal |
| Expected | Meets the Student Growth Goal or is no more than 10% below the Student Growth Goal |
| High | Exceeds the Student Growth Goal |

Once a determination is made as to the Growth and Proficiency Rating, the two should be applied to the chart below to get an overall Local Student Growth Rating:

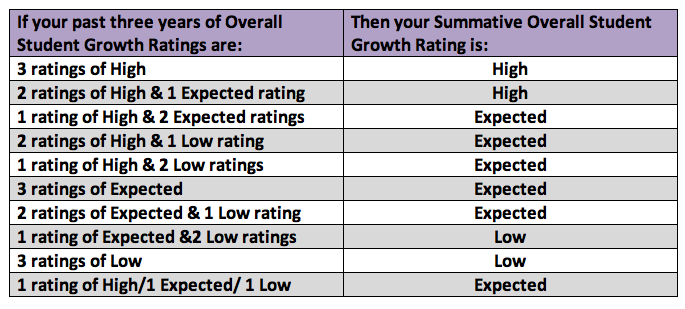
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Local Student Growth Goal/Proficiency Rating | | | | |
| Growth Rating | **High** | High | High | Expected |
| **Expected** | High | Expected | Expected |
| **Low** | Expected | Expected | Low |
|  | **High** | **Expected** | **Low** |
| Proficiency Rating | | | | |

In cases where there is both a Local Student Growth Goal rating and a State Student Growth Percentile (grades 4-8) the following table should be utilized to get an overall Student Growth Trend Rating:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Local and State Rating | | | | |
| Local Goal  Rating | **High** | High | High | Expected |
| **Expected** | High | Expected | Expected |
| **Low** | Expected | Expected | Low |
|  | **High** | **Expected** | **Low** |
| State Goal Rating | | | | |

The SGP will be determined by KDE and will be reported as High, Expected or Low. Teachers who receive an SGP in more than one content area should only consider the SGP that corresponds to the area that the local SGG was written to address. For example, if a teacher receives an SGP in reading and math and their Student Growth Goal was written to address reading, the SGP that pertains to reading is what should be utilized to determine overall Student Growth.

Tenured teachers who have three years of student growth ratings will apply the averages of the three years to the following decision rules:

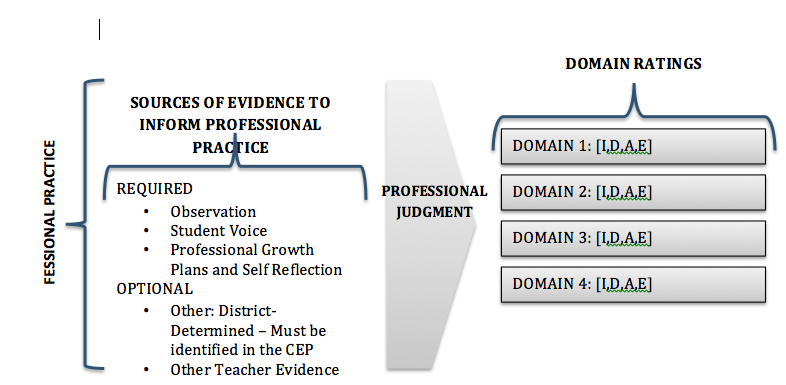


**V. DETERMINING THE OVERALL PERFORMANCE CATEGORY**

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the 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.

**A. 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.

**B. Rating Overall Student Growth**

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

STATE – 5%

* SGPs
* State Predefined Cut Scores

LOCAL – 95%

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

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

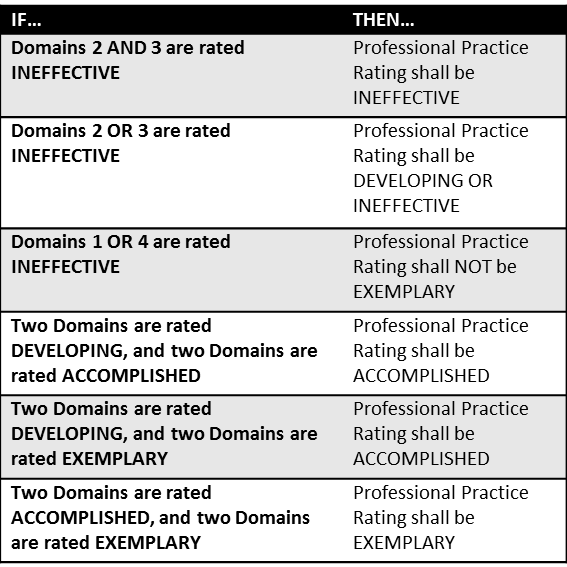
* SGG and SGP (when available) will be used to determine overall Student Growth Rating
* Three years of student growth data (when available) will be used to determine overall Student Growth Rating for teachers.

**C. Determining the Overall Performance Category**

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

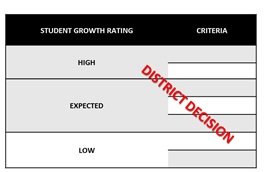
* Determine the individual domain ratings through the use of sources of evidence and professional judgment.
* Apply State Decisions Rules for determining an educator’s Professional Practice rating.

**CRITERIA FOR DETERMINING A TEACHER’S PROFESSIONAL PRACTICE RATING**

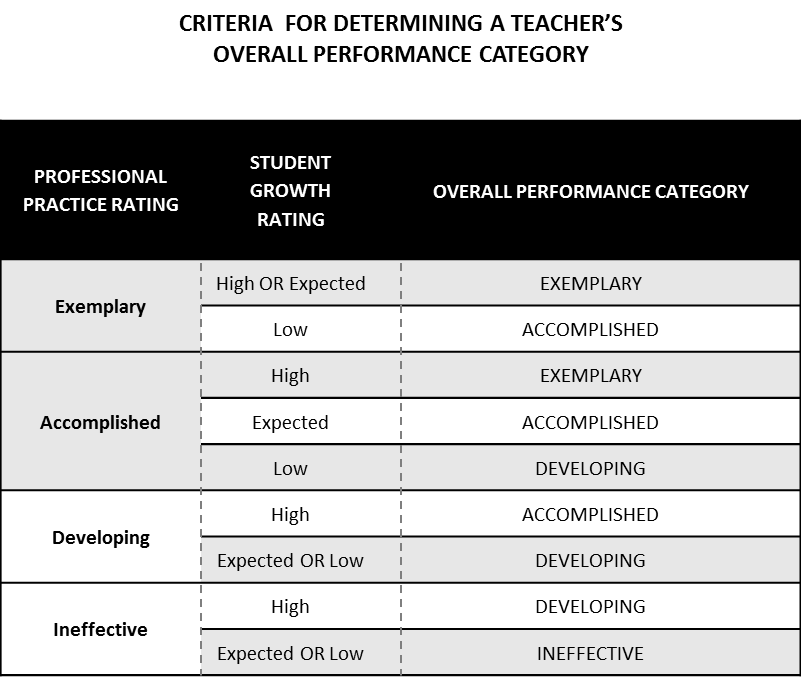


* Use Local Student Growth Goal instrument to determine overall Student Growth Rating.

**Criteria for Determining Overall Student Growth Rating**



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



**VI. PROFESSIONAL GROWTH PLAN AND SUMMATIVE CYCLE**

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the next chart and 704 KAR 3:370, Section 9 also outlined below:

KAR 3:370 Section 9. Professional Growth Plan and Cycle for Tenured Teachers. A teacher shall be placed on an appropriate plan and summative evaluation cycle based on the professional practice rating and the overall student growth rating, as illustrated by the Kentucky Professional Growth Plan and Cycle Model for Tenured Teachers.

(1) A teacher whose professional practice rating is exemplary or accomplished and who has an expected or high overall student growth rating shall have a professional growth plan that includes: goals set by the teacher, with evaluator input; activities that are teacher-directed and implemented with colleagues; a formative review annually; and a summative evaluation that occurs at the end of year three (3) of the evaluation cycle.

(2) A teacher whose professional practice rating is accomplished or exemplary, with a low overall student growth rating, or developing, with a high overall student growth rating, shall have a professional growth plan that includes: goals set by the teacher with evaluator input; if there is a low student growth rating, one (1) goal shall focus on low student growth outcome; an annual formative review; and a summative evaluation that occurs at the end of year three (3) of the evaluation cycle.

(3) A teacher whose professional practice rating is developing, with an expected overall student growth rating, shall have a professional growth plan that includes: goals set by the teacher with evaluator input; one (1) goal that addresses professional practice or student growth; activities that are teacher-directed and implemented with colleagues; an annual formative review; and a summative evaluation that occurs at the end of year three (3) of the evaluation cycle.

(4) A teacher whose professional practice rating is developing, with a low overall student growth rating, or whose professional practice rating is ineffective, with an expected or high overall student growth rating, shall have a professional growth plan that includes goals determined by the evaluator: goals shall focus on professional practice and student growth, include an annual formative review, and include a summative evaluation that occurs at the end of one (1) year.

(5) A teacher whose professional practice rating is ineffective, with a low overall student growth rating, shall have an improvement plan with goals determined by the evaluator: the goals shall focus on low performance areas and a summative evaluation shall occur at the end of the plan, whose duration is determined by the evaluator and may last up to one (1) year.

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

**RATING**

**LOW**

**EXPECTED**

**HIGH**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

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

**ONE-YEAR CYCLE**

**DIRECTED GROWTH PLAN**

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

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

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

**UP TO 12-MONTH IMPROVEMENT PLAN**

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

**INEFFECTIVE**

**DEVELOPING**

**ACCOMPLISHED**

**EXEMPLARY**

**STUDENT GROWTH RATING**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

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

**THREE-YEAR SELF-DIRECTED CYCLE**

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

**Professional Practice Rating**

**PRINCIPALS AND ASSISTANT PRINCIPALS**



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**Professional Growth and Effectiveness SYSTEM (PGES) Plan**

**I. PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM**

Under PGES, evaluatees will be rated according to four performance levels: **Ineffective, Developing, Accomplished, and Exemplary**. The performance rating will be determined based on the professional practice rating and the student growth rating, which will each be explained more thoroughly in turn.

**II. PROFESSIONAL PRACTICE RATING**

The professional practice rating is determined using the performance criteria outlined in KRS 156.557 and criteria specified in 704 KAR 3:370.

**A. KRS 156.557(4)**

**The performance criteria by which teachers and administrators shall be evaluated shall include but not limited to:**

**a. Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;**

**b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research –based instructional practices, or school management skills based on validated managerial practices;**

**c. Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;**

**d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;**

**e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;**

**f. Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;**

**g. Demonstration of the effective use of resources, including technology;**

**h. Demonstration of professional growth;**

**i. Adherence to the professional code of ethics; and**

**j. Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs a through j of this subsection.**

**B. 704 KAR 3:370 Section 10 (1)**

**(a). Instructional Leadership Performance Standard. The evaluatee 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.**

**(b). School Climate Performance Standard. The evaluatee fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate.**

**(c). Human Resources Management Performance Standard. The evaluatee fosters effective human resources management by assisting with selection and induction and by supporting, evaluating, and retaining quality instructional and support personnel.**

**(d). Organizational Management Performance Standard. The evaluatee fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.**

**(e). Communication and Community Relations Performance Standard. The evaluatee fosters the success of all students by communicating and collaborating effectively with stakeholders.**

**(f). Professionalism Performance Standard. The evaluatee fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.**

**C. Sources of Evidence**

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

**1. Professional Growth Planning and Self-Reflection – completed by principal & assistant principal**

The Professional Growth Plan (PGP) 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.

* Principals and assistant principals will submit their PGP and self-reflections on the same timeframe as certified teachers submit their IGP (due in April and revisited in August and September; self-reflections are completed in January).

**2. Site-Visits – completed by supervisor of principal – formal site visits shall not be used for assistant principal evaluations**

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

* Site-visits will occur once per semester for the principal (mid-year and end of year).
* Conference expectations will include evaluation of various data points (survey results, growth goals, improvement plans, professional growth plans, Val-Ed or TELL results, etc.) around the Principal Performance Standards. Principals and assistant principals will look at the evidence and establish a rating to be used as a component in establishing the overall professional practice rating with guidance from their primary evaluator mid-year and at the end of the year.

**3. Val-Ed 360° - completed for principals – shall not be completed for assistant principal**

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 superintendent and instructional supervisor will oversee and administer Val-Ed 360°.
* Val-Ed 360° administration will occur every other year, once in the fall and once in the spring, during a year when the TELL Kentucky Survey is not administered.
* Val-Ed 360° results will be used as a data point in the evaluation of the principal and in establishing the professional practice rating.
* The superintendent, instructional supervisor, and principals will have access to Val-Ed 360°.

**4. Working Conditions Goal - Principal’s Goal is 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.

* One Working Conditions Goals will be required each 2-year cycle and developed following the TELL survey.
* At the end of year 1, the mid-point review will be conducted by discussing progress made toward the Working Conditions Goals and plans will be discussed to make additional progress toward goals.
* Any additional surveys or evidence available and approved by the superintendent may be used to inform the Working Conditions Goal(s).

**Working Conditions Growth Goal Rubric:**

The  rubric is  established  when  setting  the  Working Conditions 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 |
| 50% and below | 51%-75% | 76%-95% | 96% and above |

**5. Other Sources of Evidence**

Principal/Assistant Principal may provide additional evidence to support assessment of his or her own professional practice, which should yield information related to the principal’s / assistant principal’s practice within the domains. Such evidence may include, but is not limited to, the following:

* SBDM Minutes
* Faculty Meeting Agendas and Minutes
* Department/Grade Level Agendas and Minutes
* PLC Agendas and Minutes
* Leadership Team Agendas and Minutes
* Instructional Round/Walk-Through Documentation
* Budgets
* EILA/Professional Learning Experience Documentation
* Surveys
* Professional Organization Memberships
* Parent/Community Engagement Surveys
* Parent/Community Engagement Events Documentation
* School Schedules



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**III. STUDENT GROWTH RATING**

**Student** **Growth** **will** **not** **be** **used** **for** **personnel** **decisions** **in** **the** **2014-15** **School** **Year,** **but** **all will** **develop** **goals** **and** **report** **progress.** **It** **will** **go** **into** **effect** **during** **the** **2015-16** **School** **Year** **for** **personnel** **decisions.**

The following provided a detailed overview of the various sources of evidence used to inform Student Growth Ratings, including the mandates of 704 KAR 3:370 section 10(8). Assistant Principal will inherit the SGG (both state and local contributions) of the Principal.

**704 KAR 3:370 Section 10 (8)**

**The overall student growth rating for principals and assistant principals shall be determined as established in this subsection.**

**(a)The student growth measure for principals and assistant principals shall consist of a state contribution and a local contribution.**

**(b) The state contribution for principals and assistant principals shall be based on the degree to which the evaluatee meets the next generation learners goal. A principal’s next generation learners goal shall be the assistant principal’s next generation learners goal as well.**

**(c) The local contribution for the student growth measure for principals and assistant principals shall be a rating based on the degree to which the principal or assistant principal meets student growth goals. Assistant principals shall share the principal’s student growth goals.**

**(d) All principals and assistant principals shall develop and implement a minimum of two (2) student growth goals each year, one (1) of which shall focus on school gap population data.**

**(e) One (1) goal shall address the needs outlined in the school’s comprehensive school improvement plan.**

**(f) One (1) goal shall be based on local student growth data.**

**(g) The district shall ensure that student growth goals are rigorous and comparable across schools in the local district.**

**(h) The scale for low, expected, and high student growth goal ratings shall be determined by the local school district. In determining the scale, local school districts shall consider the schools goals and measures of success in the comprehensive school improvement plan required in 703 KAR 5:225, Section 9.**

**(i) The district shall develop a process for using professional judgment and evidence from the following sources of evidence to determine the overall student growth rating:**

**1. Growth trends over the three (3) most recent years of next generation learners student growth data, calculated pursuant to 703 KAR 5:200; and**

**2. Growth trends over the three (3) most recent years of student growth goal data.**

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

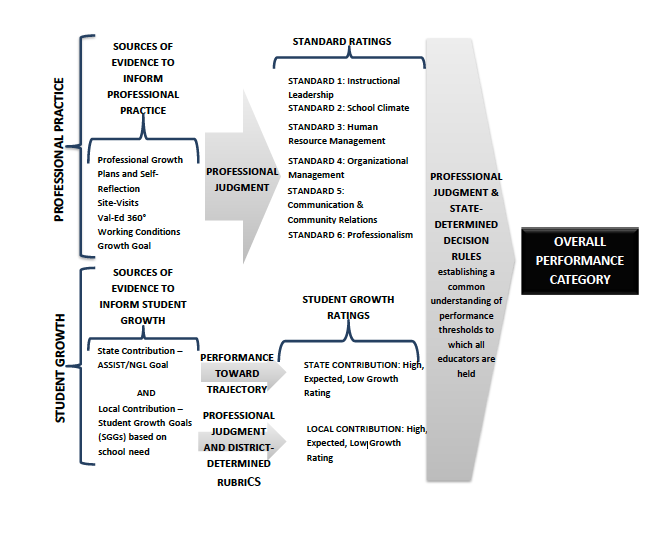
Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal  and  to  establish  the  year’s  goal  that  will  help  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.

* Interim trajectory goals will be set in collaboration with the superintendent (and based on ASSIST/NGL trajectory and based on gap population (unless local goal is based on gap). They will consider baseline data in order to determine low, expected and high results.

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

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

* The principal will develop at least two student growth goals each year, one of which must focus on school gap population data.
* One goal must address the needs outlined in the schools ‘comprehensive school improvement plan.
* One goal must be based on local student growth data.
* All goals must be rigorous and comparable across schools in the district. Therefore, goals must be developed in collaboration with the superintendent and may include collaboration with other central office staff or school administrators. They will consider baseline data in order to determine low, expected and high results.

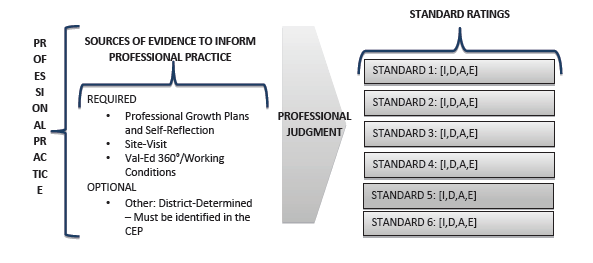
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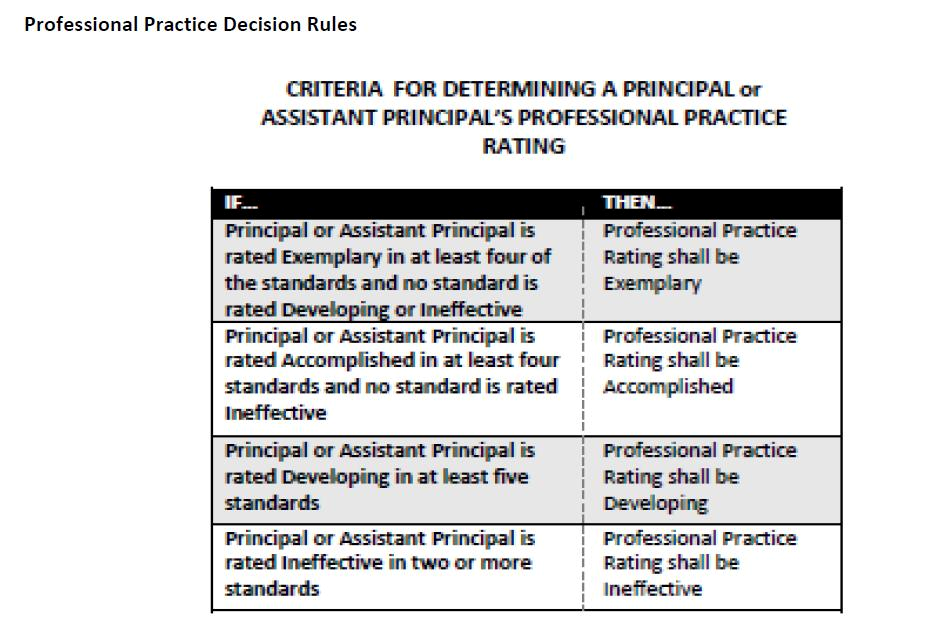
37

**IV. DETERMINING THE OVERALL PERFORMANCE CATEGORY**

**A. Rating Overall Professional Practice**

Overall professional practice must be rated by May 1 and recorded in CIITS or other required state system.





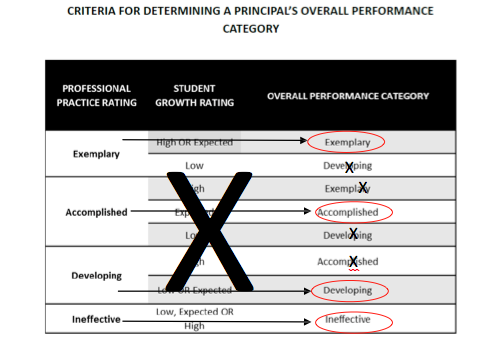
**B. Rating Overall Student Growth**

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 evidence of student growth over time. Student growth ratings must include data from both the local and state contributions.

* Student growth will be based on 25% state and 75% local, based on 3 years of data, and recorded in CIITS or other state system.

**C.** **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. Overall rating will be documented and placed in personnel files for all employees and a copy will be given to all evaluates (see pg. 46-47 for forms). 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.



X

X

Student Growth will not be used in 2014-15 for evaluation purposes. To determine the principal’s overall  performance category in 2014-15, the professional practice rating will become the overall performance category.

**V. PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH PLAN**

The Professional Growth Plan will be established according to 704 KAR 3:370, Section 12 and as explained by the chart that follows the regulation.

**704 KAR 3:370, Section 12. Professional Growth Plan for Principals and Assistant Principals. The evaluator shall place an assistant principal or principal evaluatee on an appropriate professional growth plan based on the professional practice rating and the overall student growth rating, as illustrated by the Kentucky Professional Growth Plan Model for Assistant Principals and Principals.**

**(a) An evaluatee whose professional practice rating is exemplary, with an expected to high overall student growth rating, shall have, at a minimum, a professional growth plan with goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of each school year.**

**(b) An evaluatee whose professional practice rating is accomplished, with an expected to high student overall student growth rating, shall have, at a minimum, a professional growth plan with goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of each school year.**

**(c) An evaluatee whose professional practice rating is developing, with a high overall student growth rating, shall have, at a minimum, a professional growth plan with goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of each school year.**

**(d) An evaluatee whose professional practice rating is developing, with a low to expected overall student growth rating, shall have, at a minimum, a professional growth plan with goals determined by the evaluator and a summative evaluation at the end of each school year.**

**(e) An evaluatee whose professional practice rating is ineffective shall have, at a minimum, a professional growth plan with the goals determined by the evaluator and a summative evaluation at the end of the plan, as determined by the evaluator, not to exceed one (1) year in duration.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Practice Rating** | **Exemplary** | of aXdirected growth plan | **“Shall”  have**  **a minimum of a self- directed growth plan**  **“Shall”  have** | **of a self- directed growth plan** |
| **Accomplished** | **a minimum of a self- directed growth plan** |
| **Developing** | “Shall”  have  a  minimum  of  a  directed growth plan | | **“Shall”  have**  **da minimumof a self-growth plan** |
| **Ineffective** | **“Shall”**  **have a minimum of a Corrective Action**  **Plan (Evaluator Directed)** | | |
|  |  | **Low**  **Growth** | **Expected**  **Growth** | **High**  **Growth** |
| **Student Growth Rating** | | | | |

“Shall”  have

a minimum

**“Shall”  have**

**a minimum**

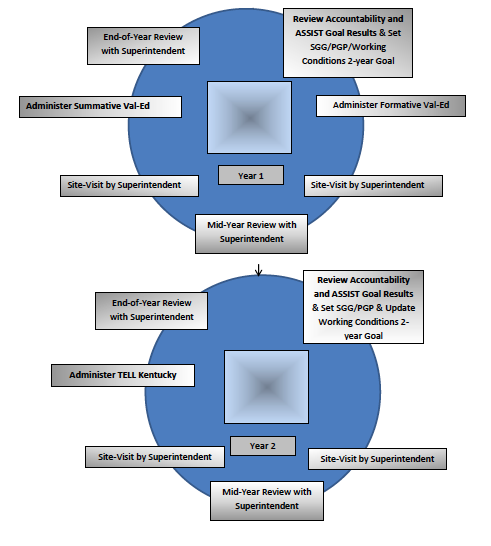
X

Student Growth will not be used in 2014-15   for   evaluation   purposes.   To   determine   a   principal’s   growth   plan   the   above matrix will be used in 2014-15.

**VI. PRINCIPAL PGES CYCLE**

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

**Two Year Cycle of the PPGES**



**OTHER CERTIFIED PROFESSIONALS**

**IN THE 2014-2015 SCHOOL YEAR**

Other Certified Professionals, including Preschool Teachers, will be evaluated during this school year pursuant to the following regulation and forms.

**704 KAR 3:370 Section 13. Evaluation of Other Professionals and Preschool Teachers During the 2014-2015 School Year.**

**(1) The district shall include, in its professional growth and effectiveness plan, a plan for the evaluation of other professionals and preschool teachers during the 2014-2015 school year.**

**(2) The district’s procedures for other professional and preschool teacher evaluatees, whose evaluation cycle requires evaluation during the 2014-2015 school year, shall include the requirements established in this subsection.**

**(a) Beyond the minimum requirements set forth in this administrative regulation, the local district may establish requirements as to the length, frequency, and nature of observations conducted by an evaluator.**

**(b) The district shall require the evaluation to include a formative evaluation conference between the evaluator and the evaluatee within five (5) working days following each observation, the summative evaluation conference held at the end of an evaluation cycle that ends during the 2014-2015 school year, all evaluation data.**

**(c) The district shall require multiple observations to be conducted of an evaluatee who has earned continuing service status pursuant to KRS 161.740 and whose observation results are ineffective.**

**(d) The district shall require a summative evaluation to occur, if required by the evaluation cycle of the evaluatee.**

**(e) The district shall include the evaluation in the evaluatee’s official personnel record.**

**(f) The district shall provide in the evaluation process an opportunity for a written response by the evaluatee and shall include the response in the evaluatee’s official personnel record.**

**(g) A copy of the evaluation shall be provided to the evaluatee.**

**(3) The evaluation form shall include a list of performance criteria. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that are identified in KRS 156.557(4) that apply to the evaluatee.**

**(4) The evaluation criteria and process shall be explained to and discussed with the evaluatee no later than the end of the evaluatee’s first thirty (30) calendar days of the 2014-2015 school year.**

**(5) An evaluative form shall be specific to each job category. The district, at its discretion, may use forms for pre- and post-evaluation conferences.**

**(6) The district shall provide evaluatees an opportunity for an appeal to the local evaluation appeals committee as outlined in Section 18 of this administrative regulation.**

**(7) An evaluatee who believes that the local district is not properly implementing the evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education as outlined in Section 19 of this administrative regulation.**

**Todd County Schools**

**Formative Evaluation Instrument-Guidance Counselor**

**Observation/Professional File Review**

Evaluatee Content Area Grade

Evaluator Date

Classroom Observation Information:

Date      Time/Period       Unit of Study/Lesson

**STANDARD 1: Program Management, Research, and Evaluation** M NI NM

Develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling

1.1 Defines needs and priorities.

1.2 Determines objectives.

1.3 Communicates with 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 in school plans.

1.5 Evaluates the program to assure its contribution to the schools mission and goals.

1.6 Includes appropriate uses of media and technologies as referenced by Kentucky Teacher Standards.

1.7 Makes efficient use of physical and human resources and time.

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| Supporting Evidence: |

**STANDARD 2: Developmental Guidance Curriculum** M NI NM

Provides a developmental, preventive, guidance program within the school

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

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument- Guidance Counselor**

**Observation/Professional File Review**

**STANDARD 3: Individual/Small Group Counseling** M NI NM

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.

3.1 Provide 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 conducts follow‐up sessions

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| Supporting Evidence: |

**STANDARD 4: Consultation/Collaboration** M NI NM

Functions in a cooperative process to assist others to effectively meet the needs of students

4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students

4.2 Interprets relevant information concerning the developmental need 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 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 and

teacher/students

4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies, using management techniques that are fair and respect diversity and individual difference

4.9 Consults with external community and professional resources

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument- Guidance Counselor**

**Observation/Professional File Review**

**STANDARD 5: Coordination**  M NI NM

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.

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)

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| Supporting Evidence: |

**STANDARD 6: ASSESSMENT** M  NI NM

Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

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’s records to ensure the confidentiality of assessment data

6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument- Guidance Counselor**

**Observation/Professional File Review**

**STANDARD 7: Adheres to Professional Standard** M NI NM

Acts within legal and within ethical guidelines to accomplish educational purposes.

7.1 Adheres to professional Code of Ethics of the American 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 to advocate for the best practices of the profession

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| Supporting Evidence: |

**STANDARD 8: Demonstrates Professional Leadership** M NI NM

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

8.1 Builds positive relationships within and between school and community

8.2 Promotes leadership potential in colleagues

8.3 Participates in professional organization 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 organization, 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 Writes for publication, presents at conferences, and provides professional development

8.11 Works with colleagues to administer an effective learning climate within the school

8.12 Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, Laws and administrative regulations.

8.13 Demonstrates punctuality and good attendance for all duties.

8.14 Works with colleagues to administer an effective learning climate within the school

|  |
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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not

**Todd County Schools**

**Formative Evaluation Instrument- Guidance Counselor**

**Observation/Professional File Review**

**STANDARD 9: Engages in Professional Development** M NI NM

Evaluates his or her overall performance in relation to Kentucky’s learning goals and implements a professional development plan.

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 needs

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

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| Supporting Evidence: |

**STANDARD 10: Demonstrates Implementation of Technology** M NI NM

A counselor uses technology to support the school’s instructional program; assess and manipulate data; enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

10.1 Operates a multimedia computer and peripherals to use a variety of software.

10.2 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g. SBDM minutes, newsletters, e-mail responses).

10.3 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power-point presentations, budget spreadsheets, use of e-mail).

10.4 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).

10.5 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.

10.6 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).

10.7 Ensures appropriate research‐based instructional practices related to integration of technology are included in the school’s instructional program (e.g., classroom observations, walk-throughs, professional growth plan).

|  |
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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Guidance Counselor**

**Observation/Professional File Review**

Effective Behaviors:

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| --- |
|  |

Suggested Improvements:

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| --- |
|  |

Evaluatee Comments:

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|  |

This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR GUIDANCE COUNSELOR**

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

Evaluatee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Guidance Counselor Standards: Met \*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 Standard

8. Demonstrates Professional Leadership

9. Engages in Professional Development

10. Demonstrates Implementation of Technology

**OVERALL RATING**

Individual professional growth plan reflects a desire/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:

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

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

**Todd County Schools**

**Formative Evaluation Instrument-Librarian/Media Specialist**

**Observation/Professional File Review**

Evaluatee Content Area Grade

Evaluator Date

Classroom Observation Information:

Date      Time/Period       Unit of Study/Lesson

**STANDARD 1: Demonstrates Proficiency in Management and Administration of the Library Media Center** M NI NM

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 Administrates 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.

1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.

1.10 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.

1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.

1.12 Is responsible for the proper use of the facility, materials, and equipment.

1.13 May plan and/or participate in special projects proposals, e.g. book fairs.

1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.

1.15 Makes efficient use of physical and human resources and time.

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument- Librarian/Media Specialist**

**Observation/Professional File Review**

**STANDARD 2: Provides Exemplary Resources through Collection Development** M NI NM

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, workshops, 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.

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| Supporting Evidence: |

**STANDARD 3: Provides Effective Library Media Services** M NI NM

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 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 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.

|  |
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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Librarian/Media Specialist**

**Observation/Professional File Review**

**STANDARD 4: Enables Student to Become Effective Information Users** M NI NM

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, core content, and 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, critical thinking skills, and

become skilled in all modes of communication.

4.9 Incorporates the use of technology in accessing information.

4.10 Assists student in the use of multi‐media for completed projects.

|  |
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| Supporting Evidence: |

**STANDARD 5: Manages Student Behavior** M NI NM

5.1 Establishes/maintains behavioral expectations (class rules) of students.

5.2 Monitors students’ behaviors according to local school/district policies and procedures.

5.3 Reinforces acceptable student behaviors with genuine specific praise.

5.4 Holds each student accountable for his/her own behaviors.

5.5 Manages disruptive behavior constructively while maintaining instructional momentum.

5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.

5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

5.8 Promotes and incorporates management techniques that are fair and respect diversity and individual differences

|  |
| --- |
| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Librarian/Media Specialist**

**Observation/Professional File Review**

**STANDARD 6: Communicates Effectively** M  NI NM

6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.

6.2 Speaks distinctly and clearly.

6.3 Adjusts volume and tone for emphasis.

6.4 Models correct grammar and pronunciations.

6.5 Provides clear instructions.

6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.

6.7 Displays awareness of space and presence when interacting with others.

6.8 Maintains positive interactions with others.

6.9 Makes effective use of non‐verbal cues, expressions, gestures, etc.

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| Supporting Evidence: |

**STANDARD 7: Exhibits Professionalism** M NI NM

7.1 Evaluates self to identify needs for instructional improvement.

7.2 Develops/reviews a professional growth plan congruent with school/district/state goals and missions.

7.3 Reviews professional growth plan annually and revises plan as needs/goals change.

7.4 Participates in and implements professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.)

7.5 Shares instructional materials, information, and ideas with colleagues.

7.6 Strives to improve instruction on a consistent basis.

7.7 Maintains appropriate confidentiality regarding students’ behaviors and performances.

7.8 Upholds and models Kentucky’s School Personnel Code of Ethics.

7.9 Encourages professional growth of peers.

7.10 Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, laws and administrative regulations.

7.11 Demonstrates punctuality and good attendance for all duties

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| --- |
| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not

**Todd County Schools**

**Formative Evaluation Instrument-Librarian/Media Specialist**

**Observation/Professional File Review**

**STANDARD 8: Demonstrates Implementation of Technology** M NI NM

The media specialist 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.

8.1 Operates a multimedia computer and peripheral to install and use a variety of software.

8.2 Uses terminology related to computers and technology appropriately in written and verbal communication.

8.3 Demonstrates knowledge of the use of technology in business, industry, and society.

8.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

8.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.

8.6 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.

8.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

8.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

8.9 Designs lessons that use technology to address diverse student needs and learning styles.

8.10 Practices equitable and legal use of computers and technology in professional activities.

8.11 Facilitates the lifelong learning of self and others through the use of technology.

8.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.

8.13 Applies research‐based instructional practices that use computers and other technology.

8.14 Uses computers and other technology for individual, small group, and large group learning activities.

8.15 Uses technology to support multiple assessment of student learning.

8.16 Instructs and supervises students in the ethical and legal use of technology.

8.14 Works with colleagues to administer an effective learning climate within the school

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not

**Todd County Schools**

**Formative Evaluation Instrument-Librarian/Media Specialist**

**Observation/Professional File Review**

Effective Behaviors:

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Suggested Improvements:

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Evaluatee Comments:

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This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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Evaluatee’s Signature Date

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Evaluator’s Signature Date

M = Met NI = Needs Improvement NM = Not Met

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR LIBRARIAN/MEDIA SPECIALIST**

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

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

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Media Specialist Standards: Met \*Does Not Meet**

1. Demonstrates Proficiency in Management and Administration

of the Library Media Center

2. Provides Exemplary Resources through Collection Development

3. Provides Effective Library Media Services

4. Enables Student to Become Effective Information Users

5. Manages Student Behavior

6. Communicates Effectively

7. Exhibits Professionalism

8. Demonstrates Implementation of Technology

**OVERALL RATING**

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

1 2 3 4 5 6 7 8

Evaluatee’s Comments:

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Evaluator’s Comments:

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

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

**Todd County Schools**

**Formative Evaluation Instrument-Migrant Advocate**

**Observation/Professional File Review**

Evaluatee

Evaluator Date

**STANDARD 1: MANAGEMENT/LEADERSHIP**  M NI NM

* 1. Keeps abreast of up-to-date research and regulation pertaining to the Migrant Education Program
  2. Follows all procedures, practices and directives issued by state, local, and federal agencies
  3. Completes all required records and files accurately and promptly
  4. Makes home visits as necessary to implement the MSRTS Program and becomes personally acquainted with each migrant child and their families
  5. Maintains confidentiality of all information pertaining to students and their families
  6. Provides consultation upon referral to inform administrative, instructional and support staff of advocacy roles
  7. Tracks migrant children (ages 3-21) relative to their successful experience with schooling using the major objectives of the program
  8. Uses community resources in the resolution of problem situations
  9. Seeks acceptance of migrant youth (16-21) in alternative schooling experiences using other agencies

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| Supporting Evidence: |

**STANDARD 2: ADMINISTRATIVE DUTIES** M NI NM

* 1. Plans, conducts and evaluates a summer school program
  2. Ensures the completion of pre and post testing of all students participating and collects data for evaluation
  3. Provides guidance to students who have low self esteem, lack of motivation and chronic absenteeism
  4. Serves as information resource to preschool staff and parents
  5. Plans, coordinates and implements child find procedures
  6. Coordinates ordering of needed supplies, materials and equipment
  7. Demonstrates effective planning of curricula, classroom instruction, and classroom management, based on research
  8. Demonstrates knowledge and understanding of subject matter content
  9. Promotes and incorporates instructional strategies or management techniques that are fair and respect diversity and individual differences

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Migrant Advocate**

**Observation/Professional File Review**

**STANDARD 3: INTERPERSONAL RELATIONSHIPS** M NI NM

* 1. Demonstrates positive interpersonal relationships with students
  2. Demonstrates positive interpersonal relationships with staff
  3. Demonstrates positive interpersonal relationships with administrators
  4. Demonstrates positive interpersonal relationships with parents/community

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| Supporting Evidence: |

**STANDARD 4: PROFESSIONAL DUTIES AND RESPONSIBILITIES**  M NI NM

* 1. Participates in and demonstrates professional growth activities
  2. Follows the policies and procedures of the school district
  3. Develops and implements KERA activities that are designed to carry out the goals of the school district
  4. Performs responsibilities related to assignment, including attendance and punctuality, and evaluating results
  5. Performs duties consistent with school, community goals and administrative regulations
  6. Adheres to the Professional Code of Ethics

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Migrant Advocate**

**Observation/Professional File Review**

**STANDARD 5: TECHNOLOGY** M NI NM

* 1. Operates a multimedia computer and peripherals to install and use a variety of software
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple

connections and installations.

5.5Creates multimedia presentations using scanners, digital cameras, and video cameras.

5.6Uses 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.

* 1. Uses Computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.
  2. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  3. Designs lessons that use technology to address diverse student needs and learning styles.

5.10Practices equitable and legal use of computers and technology in professional

activities.

5.11 facilitate the lifelong learning of self and others through the use of technology.

5.12 Explores, uses, and evaluates technology resources: software, applications, and

related documentation.

5.13 Applies research-based instructional practices that use computers and other

technology.

5.14 Uses computers and other technology for individual, small group, and large group

learning activities.

5.15 Uses technology to support multiple assessments of student learning.

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Migrant Advocate**

**Observation/Professional File Review**

Effective Behaviors:

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Suggested Improvements:

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Evaluatee Comments:

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This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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

Evaluatee’s Signature Date

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Evaluator’s Signature Date

M = Met NI = Needs Improvement NM = Not Met

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR MIGRANT ADVOCATE**

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

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

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards: Met \*Does Not Meet**

1. MANAGEMENT/LEADERSHIP

2. ADMINISTRATIVE DUTIES

3. INTERPERSONAL RELATIONSHIPS

4. PROFESSIONAL DUTIES AND RESPONSIBILITIES

5. TECHNOLOGY

**OVERALL RATING**

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

1 2 3 4 5

Evaluatee’s Comments:

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Evaluator’s Comments:

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

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

**Todd County Schools**

**Formative Evaluation Instrument: District-wide Certified Position**

**Observation/Professional File Review**

Evaluatee

Evaluator Date

**STANDARD 1: MANAGEMENT/LEADERSHIP**  M NI NM

* 1. Monitors program’s students’ files to assure compliance
  2. Monitors parent involvement/participation in program
  3. Participates in and/or conducts staff development for program personnel
  4. Participates in program’s ARC/individual child’s meetings as needed
  5. Monitors classroom practices (curriculum and behavior management) to assure appropriateness for program’s students
  6. Coordinates program evaluation and makes recommendations for improvements
  7. Demonstrates school management skills based on validated managerial practices
  8. Demonstrates knowledge and understanding of administrative functions and effective leadership techniques
  9. Promotes and incorporates management techniques that are fair and respect diversity and individual differences

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| Supporting Evidence: |

**STANDARD 2: ADMINISTRATIVE DUTIES** M NI NM

* 1. Serves as information resource to program’s staff and parents
  2. Assist in planning or plans, and implements child-find procedures
  3. Coordinates ordering of needed supplies, materials and equipment
  4. Performs duties consistent with school, community goals and administrative regulations

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| Supporting Evidence: |

**STANDARD 3: COLLABORATIVE RELATIONSHIPS** M NI NM

**3.1** Serves as program advocate in the community

**3.2** Coordinates, schedules and assists screening/testing of program children

**3.3** Coordinates and/or assists in transitions for program children

**3.4** Demonstrates effective interpersonal communication and collaboration skills among peers, students, parents, and others

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument: District-wide Certified Position**

**Observation/Professional File Review**

**STANDARD 4: PROFESSIONAL DUTIES AND RESPONSIBILITIES**  M NI NM

**4.1** Performs responsibilities related to assignment including attendance and punctuality, and evaluating results

**4.2** Participates in professional development activities to continually upgrade skills

**4.3** Adheres to the Professional Code of Ethics

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| Supporting Evidence: |

**STANDARD 5: TECHNOLOGY** M NI NM

* 1. Operates a multimedia computer and peripherals to install and use a variety of software
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple

connections and installations.

**5.5** Creates multimedia presentations using scanners, digital cameras, and video cameras.

**5.6** 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.

* 1. Uses Computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.
  2. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  3. Designs lessons that use technology to address diverse student needs and learning styles.

**5.10** Practices equitable and legal use of computers and technology in professional

activities.

**5.11** Facilitates the lifelong learning of self and others through the use of technology.

**5.12** Explores, uses, and evaluates technology resources: software, applications, and

related documentation.

**5.13** Applies research-based instructional practices that use computers and other

technology.

**5.14** Uses computers and other technology for individual, small group, and large group

learning activities.

**5.15** Uses technology to support multiple assessments of student learning.

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument: District-wide Certified Position**

**Observation/Professional File Review**

Effective Behaviors:

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Suggested Improvements:

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Evaluatee Comments:

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This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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Evaluatee’s Signature Date

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

Evaluator’s Signature Date

M = Met NI = Needs Improvement NM = Not Met

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR DISTRICT-WIDE CERTIFIED POSITION**

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

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

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards: Met \*Does Not Meet**

1. MANAGEMENT/LEADERSHIP

2. ADMINISTRATIVE DUTIES

3. COLLABORATIVE RELATIONSHIPS

4. PROFESSIONAL DUTIES AND RESPONSIBILITIES

5. TECHNOLOGY

**OVERALL RATING**

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

1 2 3 4 5

Evaluatee’s Comments:

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Evaluator’s Comments:

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

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

**CERTIFIED ADMINISTRATORS**

**IN THE 2014-2015 SCHOOL YEAR**

Certified Administrators will be evaluated during this school year pursuant to the following regulation and forms.

**704 KAR 3:370 Section 14. Evaluation of Certified Administrators in the 2014-2015 School Year.**

**(1) The district shall include, in the professional growth and effectiveness plan, a plan for the evaluation of certified administrators.**

**(2) Beyond the minimum requirements set forth in KRS 156.557 and this administrative regulation, the local district may establish requirements as to the length, frequency, and nature of observations conducted by an evaluator.**

**(3) The district shall require the evaluation to include a formative evaluation conference between the evaluator and the evaluatee within five (5) working days following each observation, the summative evaluation conference held at the end of the summative evaluation cycle, and the inclusion of all professional growth and effectiveness data.**

**(4) The district shall document the certified administrator’s summative evaluation decision, shall include documentation of the sources of evidence used in determining the performance rating of the evaluatee, and shall include these documentations in the evaluatee’s official personnel record.**

**(5) The district shall provide an opportunity for a written response by the evaluatee, and the response shall be included in the evaluatee’s official personnel record.**

**(6) A copy of the evaluation shall be provided to the evaluatee.**

**(7) The evaluation form for certified administrators shall include a list of performance criteria that characterize effective administrative practices.**

**(8) Under each criterion, specific descriptors or indicators shall be listed.**

**(9) The performance criteria shall include those that are identified in KRS 156.557 apply to the evaluatee.**

**(10) The evaluation criteria and process used to evaluate certified administrators shall be explained to and discussed with the evaluatee no later than the end of the evaluatee’s first thirty (30) calendar days of the school year.**

**(11) The district’s evaluation form shall be specific to the evaluatee’s job category. The district, at its discretion, may utilize forms for pre- and post-evaluation conferences.**

**(12) The district shall provide certified administrator evaluatees an opportunity for an appeal to the local evaluation appeals committee as outlined in Section 18 of this administrative regulation.**

**(13) An evaluatee who believes that the local district is not properly implementing the evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education as outlined in Section 19 of this administrative regulation.**

**Todd County Schools**

**Formative Evaluation Instrument-Preschool Consultant**

**Observation/Professional File Review**

Evaluatee

Evaluator Date

**STANDARD 1: MANAGEMENT/LEADERSHIP**  M NI NM

* 1. Monitors preschool student files to assure due process compliance
  2. Monitors scheduling of home visits
  3. Organizes and/or conducts staff development for preschool personnel
  4. Chairs preschool ARC meetings as needed
  5. Monitors classroom practices (curriculum and behavior management) to assure developmental appropriateness, fairness and respect for diversity and individual differences
  6. Coordinates program evaluation and makes recommendations for improvements
  7. Assists with grant proposal and budget

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| Supporting Evidence: |

**STANDARD 2: ADMINISTRATIVE DUTIES** M NI NM

* 1. Serves as information resource to preschool staff and parents
  2. Plans, coordinates and implements child find procedures
  3. Coordinates ordering of needed supplies, materials and equipment
  4. Demonstrates effective planning of curricula, classroom instruction and classroom management based on research
  5. Demonstrates knowledge and understanding of subject matter content

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| Supporting Evidence: |

**STANDARD 3: COLLABORATIVE RELATIONSHIPS** M NI NM

# 3.1 Assists transportation director in planning preschool routes

**3.2** Serves as early childhood education advocate in the community

**3.3** Coordinates, schedules and assists screening of preschool children

**3.4** Coordinates transition from early intervention program and to primary program

**3.5** Demonstrates effective interpersonal communication and collaboration skills among peers, students, parents and others

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Preschool Consultant**

**Observation/Professional File Review**

**STANDARD 4: PROFESSIONAL DUTIES AND RESPONSIBILITIES**  M NI NM

**4.1** Performs duties related to assignment, including attendance and punctuality and evaluating results

**4.2** Participates in professional development activities to continually upgrade skills

**4.3** Coordinates, schedules and assists testing of preschool children

**4.4** Performs duties consistent with school, community goals and administrative regulations

**4.5** Adheres to the Professional Code of Ethics

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| Supporting Evidence: |

**STANDARD 5: TECHNOLOGY** M NI NM

* 1. Operates a multimedia computer and peripherals to install and use a variety of software
  2. Uses terminology related to computers and technology appropriately in written and verbal communication.
  3. Demonstrates knowledge of the use of technology in business, industry, and society.
  4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple

connections and installations.

5.5Creates multimedia presentations using scanners, digital cameras, and video cameras.

5.6Uses 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.

* 1. Uses Computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.
  2. Requests and uses appropriate assistive and adaptive devices for students with special needs.
  3. Designs lessons that use technology to address diverse student needs and learning styles.

5.10Practices equitable and legal use of computers and technology in professional

activities.

5.11 facilitate the lifelong learning of self and others through the use of technology.

5.12 Explores, uses, and evaluates technology resources: software, applications, and

related documentation.

5.13 Applies research-based instructional practices that use computers and other

technology.

5.14 Uses computers and other technology for individual, small group, and large group

learning activities.

5.15 Uses technology to support multiple assessments of student learning.

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-Preschool Consultant**

**Observation/Professional File Review**

Effective Behaviors:

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Suggested Improvements:

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Evaluatee Comments:

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This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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Evaluatee’s Signature Date

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Evaluator’s Signature Date

M = Met NI = Needs Improvement NM = Not Met

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR PRESCHOOL CONSULTANT**

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

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

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Standards: Met \*Does Not Meet**

1. MANAGEMENT/LEADERSHIP

2. ADMINISTRATIVE DUTIES

3. COLLABORATIVE RELATIONSHIPS

4. PROFESSIONAL DUTIES AND RESPONSIBILITIES

5. TECHNOLOGY

**OVERALL RATING**

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

1 2 3 4 5

Evaluatee’s Comments:

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Evaluator’s Comments:

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

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

**Todd County Schools**

**Formative Evaluation Instrument-School Psychologist**

**Observation/Professional File Review**

Evaluatee

Evaluator Date

**STANDARD 1: PSYCHOLOGICAL SERVICES**  M NI NM

A. Participates in establishing priorities for the delivery of psychological services

B. Maintains records of services requested and delivered

C. Interprets educational policies, programs and procedures related to psychological services

D. Explains roles and responsibilities of school psychologist to students, parents, school staff, and community

E. Works with school personnel to accomplish identified program goals and objectives

F. Applies psychological research data to the development and evaluation of educational programs and services

G. Utilizes school and community resources to maximize program effectiveness

H. Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, laws and administrative regulations.

I. Demonstrates punctuality and good attendance for all duties.

J. Makes efficient use of physical and human resources and time.

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| Supporting Evidence: |

**STANDARD 2: PROGRAM MANAGEMENT/LEADERSHIP** M NI NM

A. Organizes daily practices in agreement with current knowledge of school psychology.

B. Promotes the use of school and community resources as additional means of accomplishing assessment goals.

C. Assists in the screening of students possibly in need of more comprehensive assessment.

D. Applies psychological and psycho‐educational assessment techniques as planned.

E. Applies diagnostic assessment within specific areas within specific areas of deficiency to aid in instructional planning

F. Implements intervention procedures with individuals and groups

G. Applies local, state, and federal law policies and regulations to the delivery of school psychological services

H. Formulates educational recommendations and interventions consistent with assessment data

I. Contributes to the development and evaluation of instructional programs as planned

J. Plans or assists in the planning of psychological in‐service training and educational and psychological programs for students, staff, and parent

K. Uses management techniques that are fair and respect diversity and individual differences

|  |
| --- |
| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-School Psychologist**

**Observation/Professional File Review**

**STANDARD 3: COLLABORATIVE RELATIONSHIPS** M NI NM

A. Demonstrates positive collaborative relationships with students

B. Demonstrates positive collaborative relationships with staff

C. Demonstrates positive collaborative relationships with administrators

D. Demonstrates positive collaborative relationships with parents/community

|  |
| --- |
| Supporting Evidence: |

**STANDARD 4: PROFESSIONAL DUTIES AND RESPONSIBILITIES** M NI NM

A. Is punctual in the performance of duties

B. Participates in professional development activities to continually upgrade skills

C. Makes studies of new practices and techniques for improving the keeping of records

D. Attends meetings and other school related programs as necessary and appropriate

E. Develops and implements KERA activities that are designed to carry out the goals of the school district

F. Adheres to the Professional Code of Ethics

|  |
| --- |
| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Formative Evaluation Instrument-School Psychologist**

**Observation/Professional File Review**

**STANDARD 5: TECHNOLOGY** M NI NM

The education leader uses technology to support instruction; accesses and manipulates data; enhances professional growth and productivity, conduct research and communicates and collaborates with colleagues, parents, and the community.

A. Operates a multimedia computer and peripherals to install and use a variety of software.

B. Uses terminology related to computers and technology appropriately in written and verbal communication.

C. Demonstrates knowledge of the use of technology in business, industry, and society.

D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies

to enhance professional productivity and support instruction.

E. Practices equitable and legal use of computers and technology in professional activities.

F. Facilitates the lifelong learning of self and others through the use of technology.

G. Explores, uses, and evaluates technology resources: software, applications, and related documentation.

H. Applies research-based instructional practices that use computers and other technology.

I. Uses computers and other technology for individual, small group, and large group learning activities.

J. Instructs and supervises students in the ethical and legal use of technology.

|  |
| --- |
| Supporting Evidence: |

**STANDARD 6: DEMONSTRATES PROFESSIONAL LEADERSHIP** M  NI NM

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

6.1 Builds positive relationships within and between school and community

6.2 Promotes leadership potential in colleagues

6.3 Participates in professional organization and activities

6.4 Writes and speaks effectively

6.5 Guides the development of curriculum and instructional materials

6.6 Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities

6.7 Initiates and develops educational projects and programs

6.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member

6.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective

6.10 Writes for publication, presents at conferences, and provides professional development

6.11 Works with colleagues to administer an effective learning climate within the school

6.12 Performs duties consistent with the goals for Kentucky students and the mission of the school, local community, Laws and administrative regulations.

6.13 Demonstrates punctuality and good attendance for all duties.

6.14 Works with colleagues to administer an effective learning climate within the school

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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not

**Todd County Schools**

**Formative Evaluation Instrument-School Psychologist**

**Observation/Professional File Review**

Effective Behaviors:

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Suggested Improvements:

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Evaluatee Comments:

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This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

M = Met NI = Needs Improvement NM = Not Met

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST**

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

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

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School Psychologist Standards: Met \*Does Not Meet**

1. PSYCHOLOGICAL SERVICES

2. PROGRAM MANAGEMENT/LEADERSHIP RATING

3. COLLABORATIVE RELATIONSHIPS

4. PROFESSIONAL DUTIES AND RESPONSIBILITIES

5. TECHNOLOGY

6. PROFESSIONAL LEADERSHIP

**OVERALL RATING**

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

1 2 3 4 5 6

Evaluatee’s Comments:

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| --- |
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Evaluator’s Comments:

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| --- |
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**To be signed after all information above has been completed and discussed**.

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

**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.

|  |
| --- |
| **ISLLC Evaluation Standards for Education Administrators** |
| **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. |
| **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. |
| **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. |
| **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. |
| **5. Integrity, Fairness, Ethics** |
| An education leader promotes the success of every student by acting with integrity,  fairness, and in an ethical manner. |
| **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. |

**Todd County Schools**

**Administrator Formative Evaluation Instrument**

**Observation/Professional File Review**

Evaluatee       School/Worksite

Evaluator Date

**STANDARD 1: VISION**  M NI NM

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

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| --- |
| Supporting Evidence: |

**STANDARD 2: SCHOOL CULTURE AND LEARNING** M NI NM

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

|  |
| --- |
| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Administrator Formative Evaluation Instrument**

**Observation/Professional File Review**

**STANDARD 3: MANAGEMENT** M NI NM

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

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| Supporting Evidence: |

**STANDARD 4: COLLABORATION** M NI NM

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

|  |
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| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Administrator Formative Evaluation Instrument**

**Observation/Professional File Review**

**STANDARD 5: INTEGRITY, FAIRNESS, ETHICS** M  NI NM

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 ensuing 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

F. Performs responsibilities related to assignment, including attendance, punctuality, and evaluating results.

G. Demonstrates professional growth.

H. Adheres to the Professional Code of Ethics.

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| Supporting Evidence: |

**STANDARD 6: POLITICAL, ECONOMIC, LEGAL** M NI NM

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

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| --- |
| Supporting Evidence: |

**STANDARD 7: TECHNOLOGY** M NI NM

The education leader uses technology to support instruction; accesses and manipulates data; enhances professional growth and productivity, conduct research and communicates and collaborates with colleagues, parents, and the community.

A. Operates a multimedia computer and peripherals to install and use a variety of software.

B. Uses terminology related to computers and technology appropriately in written and verbal communication.

C. Demonstrates knowledge of the use of technology in business, industry, and society.

D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and uses other emerging technologies

to enhance professional productivity and support instruction.

E. Practices equitable and legal use of computers and technology in professional activities.

F. Facilitates the lifelong learning of self and others through the use of technology.

G. Explores, uses, and evaluates technology resources: software, applications, and related documentation.

H. Applies research-based instructional practices that use computers and other technology.

I. Uses computers and other technology for individual, small group, and large group learning activities.

J. Instructs and supervises students in the ethical and legal use of technology.

|  |
| --- |
| Supporting Evidence: |

M = Met NI = Needs Improvement NM = Not Met

**Todd County Schools**

**Administrator Formative Evaluation Instrument**

**Observation/Professional File Review**

Effective Behaviors:

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Suggested Improvements:

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Evaluatee Comments:

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This observation/formative data collection summary was discussed in a conference between the

evaluator and evaluatee on

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

Evaluatee’s Signature Date

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

Evaluator’s Signature Date

M = Met NI = Needs Improvement NM = Not Met

**TODD COUNTY PUBLIC SCHOOLS**

**SUMMATIVE EVALUATION FOR SCHOOL ADMINISTRATORS**

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

Evaluatee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School/Work Site\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Administrator Standards: Met \*Does Not Meet**

1. VISION

2. SCHOOL CULTURE AND LEARNING

3. MANAGEMENT

4. COLLABORATION

5. INTEGRITY, FAIRNESS, ETHICS

6. POLITICAL, ECONOMIC, LEGAL

7. TECHNOLOGY

**OVERALL RATING**

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

1 2 3 4 5 6 7

Evaluatee’s Comments:

|  |
| --- |
|  |

Evaluator’s Comments:

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| --- |
|  |

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

Evaluatee:

Agree with this summative evaluation

Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee Signature Date

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

Evaluator Signature Date

*Opportunities for appeal processes at both the local and state levels are a part of the Todd County Professional Growth and Evaluation Plan.* ***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in******KRS 156.557 and the Todd County Board of Education Policy 03.18.***

**\*Any rating in the “Does Not Meet” column requires the development of an Individual Corrective Action Plan.**

Revised April 2014

*TODD COUNTY CERTIFIED EMPLOYEES’*

Survey of Supervisor/Administrator

This document may be completed (must include signature) by any certified employee and given to the Superintendent to be used as a possible source of information in the overall evaluation of an administrator. If this form is completed about the Superintendent, it should be given to the Chairperson of the Todd County Board of Education.

For each of the following Standards, please rate your Supervisor. For more details/indicators of each Administrator Standard, see the Todd County Certified Evaluation Plan manual, “Evaluation Standards and Performance Criteria for Education Administrators”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | Rating | | | Comments |
| Met | Growth **Needed** | Not **Met** |
| **1. Vision:** promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school/district community |  |  |  |  |
| **2. School/district Culture and Learning:** promotes the success of all students by advocating, nurturing, and sustaining a school/district culture and instructional program conductive to student learning and staff professional growth. |  |  |  |  |
| **3. Management:** promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. |  |  |  |  |
| **4. Collaboration:** promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. |  |  |  |  |
| **5. Integrity, Fairness, and Ethics:** promotes the success of all students by acting with integrity, fairness, and in an ethical manner. |  |  |  |  |
| **6. Political, Economic, Legal:** promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. |  |  |  |  |
| **7. Technology:** uses technology to support the school/district instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems. |  |  |  |  |

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

**Todd County PGES**

**Appendices**

**Appendix A**

**CODE OF ETHICS**

**704 KAR 20:680**

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161:028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education.

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

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;

3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

**To Students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well‐being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**To Parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

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

**To the Education Profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

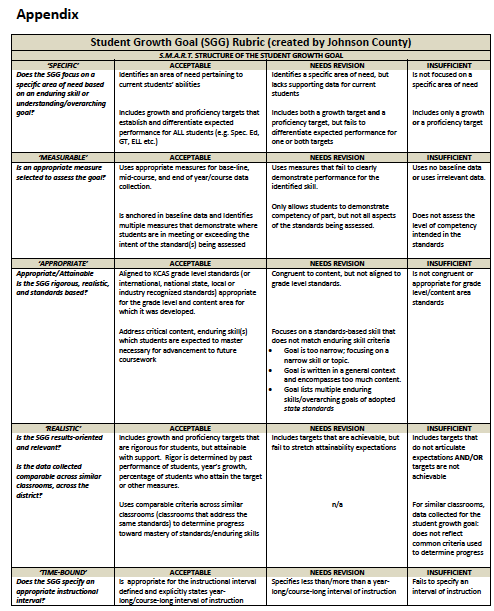
4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.

**Section 2.**

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5‐4‐95.) Attainment of other established EPSB standards not included in the plan. [704 KAR 3:345 7(2)]

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**Appendix B**

**Appendix C**

Rigor Rubric—Assessments

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| --- | --- | --- |
| ***Accomplished*** | ***Developing*** | ***Needs Revision*** |
| **Aligns all assessment items** (performances, tasks, questions) to the content standards identified in the SGG. | Aligns most assessment items (performances, tasks, questions,) to the content standards identified in the SGG. Other items are “loosely aligned” or are not congruent to the specified content standards. | There is little to no evidence of congruency of assessment items to the content standards identified in the SGG. |
| All of the SGG grade-level learning content is assess using multiple items to determine if/when standards have been “met.” | Most of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been “met”. | Some of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been “met”. |
| Provides for **all** students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and /or answer keys for all items, all of which are accurate, clear, and thorough. | Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and /or answer keys for all items, most of which are accurate and clear. | Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and /or answer keys for all items, some of which are accurate and clear. |

Comparability of Data

|  |  |  |
| --- | --- | --- |
| ***Accomplished*** | ***Developing*** | ***Needs Revision*** |
| For similar classrooms, data collected for the student growth goal: Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed. | For similar classrooms, data collected for the student growth goal: Does not reflect common criteria used to determine progress. | N/A |

**Appendix D**

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| Goal-Setting Conference | |
| Content/Standard Student Growth Goal | A clear statement of relevant (e.g., grade-level) content, skills, and national or state standards for students. |
| Context | Description of the demographics and learning needs of all students in the class or course. |
| Baseline Data | Baseline and trend data include:   1. Student information including past assessment data and/or pre-assessment results. 2. Student strengths and challenges 3. Clear explanation for expected growth 4. Data must be attached |
| Student Growth Goal Statement | Describes growth targets for students. SMART criteria are used to formulate the goals. Together, both goals should be ambitious but attainable, address all students, and represent the most important learning during a class or course. |
| Types of Measures/Evidence for SGG | Measures that will be used to monitor student progress toward attainment of the goal. The SGG may include formative and/or summative assessments to monitor student progress. There are three categories of assessments from which to select measures: (1) state or national standardized tests, (2) common national, regional, or district-developed measures; and (3) classroom-based or school-wide measures. |
| Strategies | In order to support meeting the needs for student growth, educators incorporate in the SGG the instructional strategies relevant to learning specific content and skills. These strategies can be adjusted throughout the year based on data about student progress. Include a description on how you will collaborate with your evaluator and other educators. |
| Professional Learning and Support | Describe the professional learning and support that is needed as an educator to meet the student learning and growth goals. |

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| --- | --- |
| Mid-Year Review | |
| Collaborative Mid-Year Goal Review | Review available data/evidence toward goal attainment and make necessary adjustments (e.g. training needs, resources, strategies for attaining goals). |
| Strategy Modification | Strategies for attaining goals may be adjusted, the goals should remain constant and you should update/review professional growth goals or direct improvement plans if necessary. |

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| --- | --- |
| Year-End Goal Conference | |
| End-of-Year Data | Review post-assessment data to determine the percentage of students who exceeded the goal, who met the goal, and who did not meet the goal. Attach supporting data. |
| Reflection on Results | Describe how the goal setting process impacted your professional practice and student learning. Describe what worked, what did not work, and what you would do differently. |

**Appendix E**

**APPEALS**

**APPEALS TO THE DISTRICT APPEALS PANEL**

**RELEVANT PROVISIONS:**

**KRS 156.557**

**(9) The local board of education shall establish an evaluation appeals panel for certified school personnel that shall consist of two (2) members elected by the certified employees of the local district and one (1) member appointed by the board of education who is a certified employee of the local board of education. Certified school personnel who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.**

**704 KAR 3:345**

**Section 7: For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:**

**1. Right to a hearing as to every appeal;**

**2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and**

**3. Right to presence of evaluatee’s chosen representative.**

**704 KAR 3:370**

**Section 18: Local Evaluation Appeals Panel. The district shall provide in its System Plan, for an appeal to the local evaluation appeals panel, the following:**

**1. A right to a hearing as to every appeal;**

**2. An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the local evaluation appeals panel; and**

**3. A right to presence of evaluatee’s chosen representative.**

An evaluatee who feels he or she has not been evaluated fairly has a right to an appeal to the District Appeals Panel. The purpose of the District Appeals Panel is to review the summative evaluation. The Panel is comprised of individuals appointed by the Todd County Board of Education in accordance with KRS 156.557. Confidentiality and fairness shall be the primary concerns of the Panel. Any certified employee may, within five working days of the summative evaluation conference, file an appeal with the District Appeals Panel utilizing the request form available at the district office and also available from each principal. The request form shall be provided to the panel via the Superintendent. Within five (5) working days of receiving written notification of the appeal from the Superintendent, the Chairperson of the Panel shall notify other members of the Panel and schedule a preliminary hearing. The final hearing shall occur within twenty (20) working days of receipt of the request form by the Panel Chairperson. Additionally, the Chairperson will request documentation from the evaluator to support his/her evaluation decisions and receive those documents prior to the preliminary hearing.

Upon receiving the request form, the Panel will schedule a preliminary hearing to provide documentation to all parties and the Panel. Copies of all documents to be considered in the appeal shall be made available at this time. One copy for each of the Panel Members and one copy each for the evaluator and evaluatee shall be provided. The evaluatee must receive these documents at least three days prior to the final hearing. Otherwise, these documents shall be kept at a secure location at the district office. The chairperson shall convene the preliminary hearing and explain the procedures for the process. After the evaluatee and evaluator leave the preliminary hearing, the Panel shall remain and review all documents and formulate questions for the hearing.

The evaluatee and evaluator may be represented by legal counsel or their chosen representatives at this preliminary hearing, the final hearing, and any other proceeding. The Board of Education shall provide legal counsel to the panel if requested. The evaluatee has the right to determine whether the preliminary hearing, final hearing, and any other proceeding are open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chose representatives.

At the final hearing, witnesses may be called by either party, but witnesses will not be allowed to observe the hearing process other than during their own testimony. Each party may have an opportunity to cross-examine the other party’s witnesses. Only documents provided during the preliminary hearing shall be introduced at the hearing. At the conclusion of the final hearing, the Panel shall render a timely written decision.

**APPEALS TO THE STATE EVALUATION APPEALS PANEL**

**RELEVANT PROVISIONS:**

**704 KAR 3:345**

**Section 9:**

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

**2. The appeal procedures shall be as follows:**

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

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

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

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

**e. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.**

**704 KAR 3:370**

**Section 19:**

**1. A certified school personnel who believes that the local district is not properly implementing the evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education.**

**2. The appeal procedures shall be as follows:**

**a. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel (SEAP). The SEAP’s jurisdiction shall be limited to procedural matters already addressed by the local appeals panel or the district’s failure to implement an evaluation plan as approved by the department. The SEAP shall not have jurisdiction of a complaint involving the professional judgment conclusion of an evaluation, and the SEAP’s review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level and any documents submitted pursuant to paragraph (c) of this subsection.**

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

**c. a brief, written statement, or other document that a party wishes to submit for consideration by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.**

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

**e. A determination of district noncompliance with the local evaluation plan or absence of a district local evaluation plan shall render the evaluation void, and the certified employee shall have the right to be reevaluated.**

Evaluatees have a right to an appeal to the State Evaluation Appeals Panel as outlined in KRS 156.557 and the relevant regulations. Any appeal to the State Evaluation Appeals Panel is limited to the record of proceedings at the local level and limited to the procedures used at the local level and cannot be based on the professional judgment of the evaluator.

**Appendix F**

**GLOSSARY OF EVALUATION TERMS AND DEFINITIONS**

**(As applied to Kentucky’s professional growth and certified personnel evaluation process)**

Evaluation terms and definitions listed below include those presented in **KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) ( c ).**

**administrator:** is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

**appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

**baseline data:** The data collected prior to interventions being implemented and signifies the student’s present level of performance on a targeted skill/concept.

**conference:** a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

**corrective action plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or when the evaluator needs to address a specific problem in the employee’s performance. Specific assistance and activities are identified and progress monitored.

**employee assistance team:** a team established to assist the employee in meeting the district standards.

**enduring skills:** the ability to use one's knowledge effectively and readily in execution and performance, ensuring content is used beyond a single test date, is a value in other disciplines, provides relevance beyond the classroom and is worthy of embedded, course-long focus.

**evaluatee:** one whose behaviors and performances are being observed, examined, appraised, or critiqued.

**evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

**evaluation committee:** consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

**evaluation plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

**evaluation procedures:** as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

**evaluator:** one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

**formative evaluation:** a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee’s professional growth and performance.

**indicators:** are measurable or observable behaviors and outcomes that demonstrate performance criteria.

**job category:** a group or class of positions with closely related functions such as: principal, coordinator, or director.

**M:** Met

**monitoring:** to supervise; to check systematically or to scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher’s lesson plans, units of study, interactions with students, parents, and each other.)

**NI:** Needs Improvement

**NM:** Not Met

**observation (formal):** process of gathering information in the performance of duty based on predetermined criteria in the district evaluation plan within five (5) working days.

**observation (informal):** an observation whereby the evaluator enters the classroom unannounced to observed performance. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.

**openly:** with full knowledge of evaluatee.

**other support staff:** any certified staff other than teacher or administrator.

**peer observer:** Observation and documentation by a trained certified school personnel.

**performance criteria:** performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

**position:** a professional role in the school district such as teacher, principal, and supervisor of instruction.

**primary evaluator:** the evaluator who is the employee’s immediate supervisor (principal, associate principal, head teacher, etc.)

**professional growth plan:** a plan whereby the person being evaluated establishes goals for enrichment and development with the assistance of the evaluator. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan. Reviewed annually, this plan is attached to the summative evaluation and placed in the individual’s personnel file at the district office.

**post conference:** a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of an individual professional growth plan. The post conference shall be conducted within five (5) working days after an observation.

**pre conference:** a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the formal observation(s).

**self-reflection:** means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

**standards of performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

**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.

**summative evaluation:** the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

**teacher:** any certified staff person who directly instructs students

**For additional definitions and roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System**