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ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The HARDIN COUNTY School District hereby assures the Commissioner of Education that:

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

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

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

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

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

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

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

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

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

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

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


The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on MAY 21, 2009.



Signature of District Superintendent

5-21-09

Date



Signature of Chairperson, Board of Education

5-21-09

Date

CODE OF ETHICS

704 KAR 20:680

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

- ❖ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- ❖ Shall respect the constitutional rights of all students
- ❖ Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- ❖ Shall not use professional relationships or authority with students for personal advantage
- ❖ 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.
- ❖ Shall not knowingly make false or malicious statements about student or colleagues.
- ❖ Shall refrain from subjecting students to embarrassment or disparagement.
- ❖ 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 or physical harm; and sexual assault.

TO PARENTS

- ❖ Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.
- ❖ Shall endeavor to understand community cultures and diverse home environments of students.
- ❖ Shall not knowingly distort or misrepresent facts concerning educational issues.
- ❖ Shall distinguish between personal views and the views of the employing educational agency.
- ❖ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- ❖ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- ❖ 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 EDUCATION PROFESSION

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

HARDIN COUNTY SCHOOLS EVALUATION PLAN COMMITTEE MEMBERS

SCHOOL	NAME	POSITION
Bluegrass Middle School	Suzanne Vittitow	Teacher
Central Office	Dr. Sam Melloy	Administrator
Central Office	Jimmie Dee Kelley	Administrator
North Hardin High School	Bill Dennison	Principal
Howe Valley Elementary	Phyllis Crabtree	Teacher
J. T. Alton Middle School	Sandra Greenwood	Counselor
John Hardin High	Peter Johnson	Teacher
Meadow View Elementary	Karen J. Smallwood	Teacher
Central Hardin High School	J. C. Wright	Teacher
Radcliff Middle School	Connie Abell	Teacher
Lincoln Trail Elementary	Kim Fox	Teacher
Bluegrass	Brenda Pirtle	Principal
Vine Grove Elementary	Lonnie Dennis	Principal
Woodland Elementary	Terrie Morgan	Principal

We are grateful to the Kentucky State Department of Education and Bowling Green Independent Schools for the models they provided to the Hardin County Evaluation Committee.

PROFESSIONAL GROWTH AND EVALUATION PROCESSES NEW AND EXPERIENCED TEACHERS

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

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 156.101. 704 KAR 3:345, and KRS 160.345 (2).

Administrator: any staff person who devotes the majority of his/her employed time to service as principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent

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

ARC: Admissions and Release Committee

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 unsatisfactory performance. Specific assistance and activities are identified and progress monitored

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 management situation, based upon predetermined criteria, through periodic observation and other documentation such as products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

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

Evaluation plan: a plan which includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

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.

Formal observation: a scheduled classroom observation of a lesson.

GSSP: Gifted Student Service Plan

Indicators: measurable behaviors and outcomes which demonstrate performance

Job category: term used to signify a group or class of positions with closely related functions such as principal, coordinator, or director

LEA: Local Education Agency

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

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, secondary principal, supervisor of instruction.

Pre-conference: a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observation(s).

Primary evaluator: the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

Professional growth plan: an individual plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The professional growth plan shall be aligned with specific goals and objectives of the school improvement, professional development and/or consolidated plans.

Post-conference: a meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

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

Summative evaluation: the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report.

Teacher: any certified staff person who directly instructs students.

THE EVALUATION PROCESS

HOW IT WORKS

A. ORIENTATION

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

This annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards and Performance Criteria. Each building principal is responsible for explaining to building personnel the Indicators (or “Look-Fors”) for Performance Criteria that are building-specific, based on the school’s consolidated plan goals, professional development training the staff has taken, or other factors.

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

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

B. PROCEDURE

Individual Professional Growth Plan (IPGP)

An individual growth plan for all evaluatees shall be developed and/or reviewed annually. Development of the professional growth plan is the responsibility of both the evaluator and the evaluatee. The individual professional growth plan must be aligned with specific goals and objectives of the School Improvement Plan or personal professional growth plan, but also allows for individual growth from the Evaluation Standards.

The IPGP should be completed by May 1 of the preceding year. Employees hired after May should complete the plan within one month after being employed.

The superintendent shall follow guidelines for professional growth as identified in KRS 156.111.

Formative Data Collection

Non-tenured teachers shall have a minimum of two (2) formative evaluations. At least one of those observations must be formal. The second may be formal or completed from information gathered during walk throughs, brief observations, lessons plans, student products, records etc. A pre-observation form will be completed by the evaluatee and submitted to the evaluator prior to the formal observation with the pre-observation conference being optional.

Each formative evaluation shall be recorded on a separate formative data collection form and copies will be provided to the evaluatee.

A conference shall be held to discuss each completed formative instrument. A post-observation conference shall occur within five (5) working days following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Individual Professional Growth Plan (IPGP).

During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall each sign the evaluation form indicating that the conference is complete. Additional observations and conferences shall be conducted as needed.

During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. The evaluatee may then be observed by the assistant principal, the associate superintendent of instruction/personnel, or director of instructional services. This is in accordance with 704 KAR 3:345; Section 4; (2) (a) which reads, "The immediate supervisor shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator".

Tenured teachers must have at least one (1) formal classroom observation during the year their summative is due. Tenured teachers may have a formal observation each year with the pre-observation form and post-observation conference being part of the evaluation process. A post-observation conference shall occur within five (5) working days following the observation. Additional observations and conferences shall be conducted as needed in accordance with 704 KAR 3:345; Section 4; (2) (f), which reads, "Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory".

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 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 shall select the third party observer.

In cases where an employee is shared between two or more schools, each principal of the involved schools will conduct a minimum of one formative observation and conference. The principal of the home-based school will write the summative evaluation and have a conference with the employee. The evaluator conducting the summative evaluation will be responsible for obtaining and including input from the other principal(s) involved.

Summative Evaluation

The summative evaluation is a summary of, and conclusion from, all evaluation data including the Formative Data Collection form, written documentation and IPGP.

During the summative evaluation conference, the evaluator shall review and discuss each Evaluation Standard and indicate whether the performance criteria have been met, not met, or if growth is needed. The Summative Evaluation Form is signed by both the evaluator and evaluatee. A copy of the summative evaluation form shall be provided to the evaluatee. The evaluatee may make additional comments on the evaluation, with these comments becoming a part of the evaluation file. The summative evaluation forms are submitted to the Director of Evaluation by May 1 for placement in the official personnel file. The summative evaluation forms for administrators shall be completed and submitted to the Director of Evaluation by June 30 for placement in the official personnel file. The Hardin County Schools Evaluation Tracking Form will accompany summative evaluation forms received from each primary evaluator.

Frequency of Evaluation:

- Non-tenured teachers shall have a summative evaluation annually.
- Intern teachers shall be evaluated according to the Kentucky Teacher Intern Program (KTIP) in lieu of the Hardin County Schools Certified Evaluation Plan. Intern teachers involved in KTIP must participate in and have on file the Hardin County Schools Individual Professional Growth Plan. The Hardin County Schools Summative Evaluation form shall also be completed. Formative data may be transferred from the KTIP instruments to complete the summative evaluation form.
- Tenured teachers shall have a summative evaluation a minimum of once every three years. Additional summative evaluations may be conducted as needed; a memo of notification will be sent to teachers who are not in their current summative cycle and are to be evaluated.
- Administrators shall have a summative evaluation annually (principals, assistant principals, counselors, associate superintendents, directors, coordinators, head teachers, and psychologists). A formative data collection form may be used. The superintendent at his/her discretion may use other data collection processes and forms as he/she deems appropriate. A summative evaluation form will be completed by the primary evaluator and will be reviewed during a summative conference.

Letters and Memos

In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Corrective Action Plan

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives a "Does not Meet" on the summative form. No more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the corrective action form.

After a conference with the evaluatee, the evaluator will send a copy of the Corrective Action Plan to the Director of Evaluation. The Director of Evaluation will be responsible for informing the Superintendent of all persons involved in the Corrective Action Plan process.

C. RESPONSIBILITIES for EVALUATION

1. The Hardin County Board of Education will evaluate the superintendent.
2. The superintendent or his/her designee will evaluate principals, central office personnel and head teachers.
3. The director of special education will evaluate the school psychologists and consultants.
4. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists and teachers.
5. The preschool coordinator will evaluate his/her certified staff (Not to include preschool teachers).
6. The ESL coordinator will evaluate all ESL staff.
7. The Director of Title I will evaluate the No Child Left Behind Interventionists.
8. The Gifted/Talented coordinator will evaluate the G/T resource teachers.

The superintendent's evaluation process shall be developed and adopted by the local board of education.

D. EVALUATION TRAINING

All Hardin County Evaluators shall be initially trained, tested and certified according to state guidelines, including training by the district in the use of the local evaluation process. Continued certification as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two years. This training shall be in any one, or combination, of the following skill areas:

- Use of the local evaluation process and instrument;
- Identification of effective teaching/management practices;
- Effective observation and conferencing techniques;
- Establishing and assisting with certified employee improvement plans;
- Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two year period.

The Hardin County Board of Education has designated the Director of Benefits and Evaluation, Jon Ballard, to be responsible for evaluation training and as the contact person for the evaluation plan submitted.

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

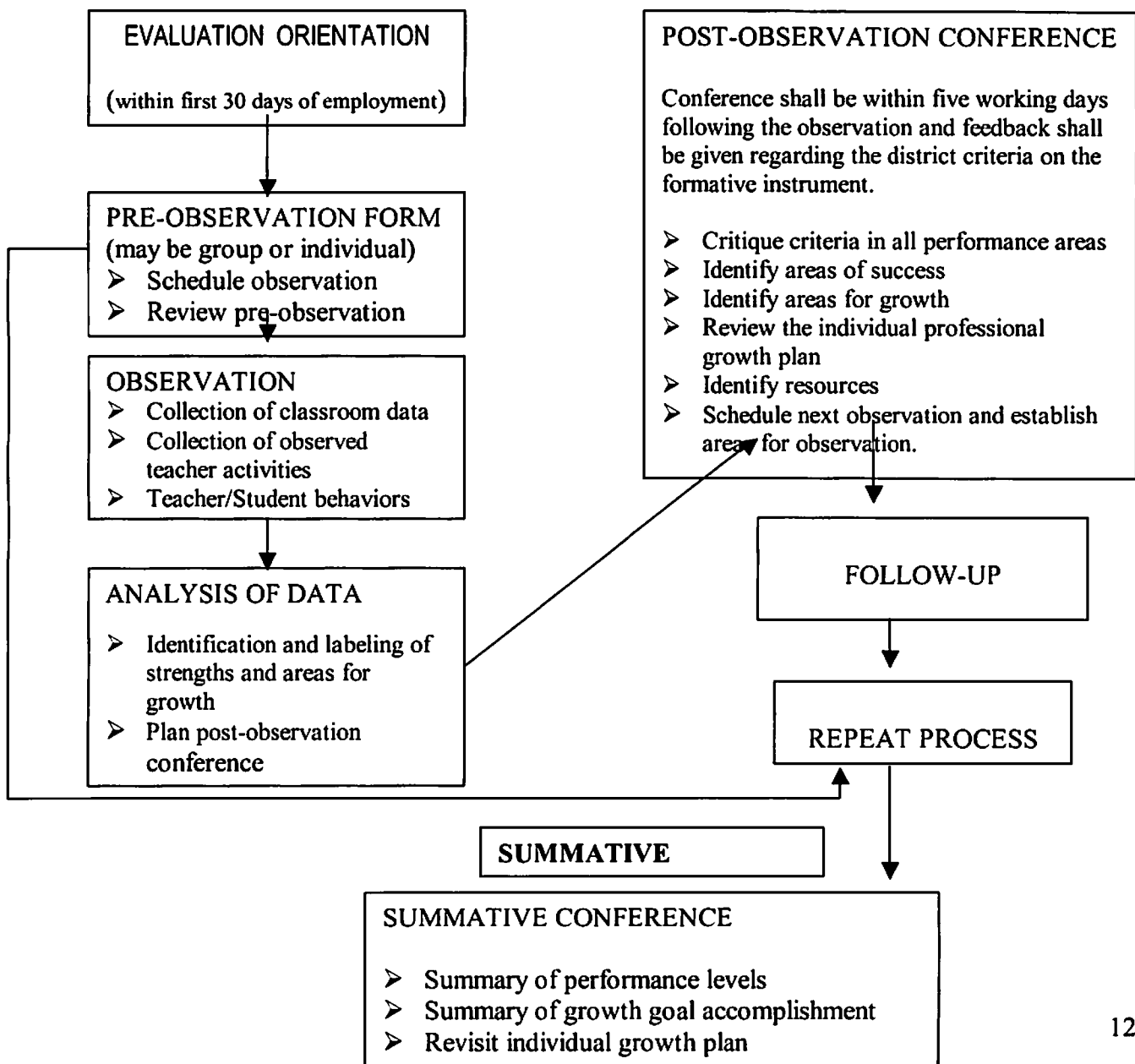
STEP	TIMELINE
1. Build Individual Professional Growth Plan-all certified employees	1. By MAY 1 of the preceding school year, and employees hired after MAY should complete the plan one month after employment.
2. Review Evaluation Plan, including Standards and Performance Criteria	2. No later than the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

APPRAISAL PROCESS

The evaluation process for teachers should include a **minimum of two observations for non-tenured** and a **minimum of one observation for tenured teachers**, and other formative data collection activities culminating in the completion of the district's summative evaluation form. The **individual professional growth plan is completed annually** and is aligned with the school Consolidated Plan and Evaluation Standards.

The success of the evaluation process is predicated upon the knowledge, attitude and skills of the evaluator.

FORMATIVE EVALUATION



APPEALS PROCESS

APPEAL PROCEDURE

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

POWERS AND CONDITIONS

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

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

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

MEMBERSHIP AND ELECTION PROCEDURES

One member is to be appointed by the board who is a certified employee of the board.

The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee.

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

APPEALS PANEL HEARING PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

Signature_____ **Date**_____

R09

School Year

R-09

**HARDIN COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN**

Date:

Name:

Work Site:

Title:

Standard No.	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Target Dates

(Attach more pages if necessary)

Evaluatee's Comments:

--

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

Progress Review Meetings

Date :

Comments:

1. 2. 3.

1. 2. 3.

**HARDIN COUNTY SCHOOLS
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

R - 09

SCHOOL YEAR:

Date:

Name:

Work Site:

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

Comments:

STATE OF DEVELOPMENT: Awareness Preparation Implementation Refinement

_____ Evaluatee Signature	_____ Date
_____ Evaluator Signature	_____ Date

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

R-09

PRE-OBSERVATION FORM

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

Teacher:

Observer:

School:

Date:

Time:

Content Area/Grades:

No. Students w/IEP's

#Students:

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

Program of Studies/Core Content Targeted _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or (Culminating Performance) _____

What are the lesson objectives?

What teaching strategies will be used?

Other comments/concerns:

Professional Growth Plan Connections:

Evaluatee Signature

Date

Evaluator Signature

Date

DEFINITIONS

1. **Learning Styles** – The method(s) by which people best receive information into the brain. Typically learning styles include visual, auditory, and bodily-kinesthetic but may include individual learner, group learner, oral expression, written expression, sequential, and global styles.
2. **Intelligences** – The ability to solve a problem or create a product that is valued by and/or a comparison of learning processes. It is typically referred to as multi-intelligences (work of Dr. Howard Gardner) and includes such categories of intelligence: linguistic, logical-mathematical, musical, spatial, intradependence, and physical and emotional, etc.
3. **Inter-Dependent Learning** – Students learning by interacting with peers who are working toward the same learner outcomes.
4. **Meta-Cognition** – Students analyzing their own thinking and can explain the thought processes they used to solve a problem, be creative, analyze a situation, or make a decision.
5. **“Real-Life” Experiences** – Students learning by applying knowledge and skills to experiences that are very similar to what they will or have experienced in life with simulations included.
6. **Integrated Theme** – A method of planning and delivering the curriculum in a way that combines content/skills from more than one curriculum area (math, science, reading, etc.). Typically many weeks in length and has three or more curriculum areas integrated through a series of lessons, activities.
7. **Integrated Unit** – Much like themes but shorter in length and more narrow in scope of the curriculum. Used more in a departmentalized situation than in a self-contained situation.
8. **Student Performance Assessment Techniques** – Methods of assessing the learning status of students by having them apply their knowledge and skills to complete a product or to use a process.
9. **Integrated Learning** – Students developing knowledge content and/or process simultaneously across the curriculum during a project, activity, task, etc. (e.g., writing, reading, art while completing a science experiment).

- 10. Multi-Academic Expectation** – Teacher having high expectations for students to perform at an acceptable level across the curriculum and not in just one area.
- 11. Performance-Based Outcome** – Learner outcomes for students to meet or work toward that are based on students demonstrating application of knowledge by producing a product, demonstrating a process, modeling, etc.
- 12. Applied Knowledge** – Students demonstrating that they can effectively and appropriately use the knowledge they have been taught to solve a problem, create a product, etc.
- 13. Developmentally Appropriate Activities** – Activities that are congruent with the maturation and developmental level of a student and that provide high potential for success.

14. Questioning Techniques:

- a. Open-Ended Questions - Questions that elicit answers that are not predetermined. Respondent has the freedom to think with little restrictions.
- b. Signal- Questions that students provide responses such as a raised hand, thumbs up, thumbs down, pencil raised, show of fingers, and hands on head.
- c. Sample- Ask a question with a correct answer. Ask several students before determining current response. Used as both a pre- and a post- assessment.
- d. Redirection- Questions with multi-answers beamed to more than one student, for example: *What is one major function of the executive branch of state government?* Ask follow-up questions to other students about other functions.
- e. Individual or Private Response- Ask questions of students so other students will not hear or see the response if it is written.
- f. Prompting- Give the student who says, “I don’t know” or provides a wrong or incomplete response a hint or clue and process the student for an acceptable response.
- g. Clarification- Ask the student to explain the response further or give an example.
- h. Refocusing- Ask the student to relate the response to another situation.

15. **Active Learning-** Students are participants in the teaching and learning process interacting, completing a project, role playing, completing a task, or making a product.
16. **Levels of Cognition (Bloom's Taxonomy)** – Six levels of thinking created by Dr. Benjamin Bloom that range from recall (the lowest level of thinking) to evaluation (the highest level).
17. **Open-Ended Response Prompt** – Questions that give students the freedom to think but with predetermined standards for answers. Typically, standards for a response are described in a scoring guide.
18. **Technology** – Equipment and software that are used to support instruction such as overhead projector, VCR, laser disc, computers, calculators, Internet, data processing, and word processing.

School	Evaluator

[illegible]

My signature on this document verifies my agreement that I have received orientation on the Hardin County Schools' evaluation process which included an explanation of the standards, criteria, and process on which I am to be evaluated. Certified Evaluation Handbook can be viewed at www.hardin.k12.ky.us **R-09**

Hardin County Evaluation Plan Orientation Training

School _____ Date _____

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**Hardin County Evaluation Plan
Orientation Training**

School _____ **Date** _____

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**Hardin County Evaluation Plan
Orientation Training**

School _____ Date _____

PRINT NAME

SIGNATURE

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STANDARD 1:

THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content to develop student knowledge and performance in those areas.

PERFORMANCE CRITERIA:

- 1.1 Communicates concepts, processes, and knowledge
- 1.2 Connects content to life experiences of student
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
- 1.4 Guides students to understand content from various perspectives
- 1.5 Identifies and addresses students' misconceptions of content

STANDARD 2:

THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

- 2.1 Develops significant objectives aligned with standards
- 2.2 Uses contextual data to design instruction relevant to students
- 2.3 Plans assessments to guide instruction and measure learning objectives
- 2.4 Plans instructional strategies and activities that address learning objectives for all students
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3:

THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

- 3.1 Communicates high expectations
- 3.2 Establishes a positive learning environment
- 3.3 Values and supports student diversity and addresses individual needs
- 3.4 Fosters mutual respect between teacher and students and among students
- 3.5 Provides a safe environment for learning

STANDARD 4:

THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking

STANDARD 5:

THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

- 5.1 Uses pre-assessments
- 5.2 Uses formative assessments
- 5.3 Uses summative assessments
- 5.4 Describes, analyzes, and evaluates student performance data
- 5.5 Communicates learning results to students and parents
- 5.6 Allows opportunity for student self-assessment

STANDARD 6:

THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher 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.

PERFORMANCE CRITERIA:

- 6.1 Uses available technology to design and plan instruction
- 6.2 Uses available technology to implement instruction that facilitates student learning
- 6.3 Integrates student use of available technology into instruction
- 6.4 Uses available technology to assess and communicate student learning
- 6.5 Demonstrates ethical and legal use of technology

STANDARD 7:

REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

PERFORMANCE CRITERIA:

- 7.1 Uses data to reflect on and evaluate student learning
- 7.2 Uses data to reflect on and evaluate instructional practice
- 7.3 Uses data to reflect on and identify areas for professional growth

STANDARD 8:

COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

- 8.1 Identifies students whose learning could be enhanced by collaboration
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
- 8.3 Implements planned activities that enhance student learning and engage all parties
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts

STANDARD 9:

EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

PERFORMANCE CRITERIA:

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues
- 9.3 Designs a professional growth plan that addresses identified priorities
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10:

PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

PERFORMANCE CRITERIA:

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
- 10.2 Develops a plan for engaging in leadership activities
- 10.3 Implements a plan for engaging in leadership activities
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

STANDARD 11:

Demonstrates Effective Interpersonal Relationships and Ethics

PERFORMANCE CRITERIA:

- 11.1 Demonstrates positive interpersonal relationships with students
- 11.2 Demonstrates positive interpersonal relationships with educational staff
- 11.3 Demonstrates positive interpersonal relationships with parents and community
- 11.4 Adheres to the Professional code of ethics
- 11.5 Demonstrates regular attendance and Puncuality

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR TEACHERS

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

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

Evaluator/Observer _____ Position _____

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

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
	Meets		Growth Needed		Does Not Meet	
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd
1: Demonstrates Applied Content Knowledge						
1.1 Communicates concepts, processes, and knowledge						
1.2 Connects content to life experiences of students						
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning						
1.4 Guides students to understand content from various perspectives						
1.5 Identifies and addresses students' misconceptions of content						
Overall Rating of Standard						
Professional Growth/Comments:						
2: Designs and Plans Instruction						
2.1 Develops significant objectives aligned with standards						
2.2 Uses contextual data to design instruction relevant to students						
2.3 Plans assessments to guide instruction and measure learning objectives						
2.4 Plans instructional strategies and activities that address learning objectives for all students						
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning						
Overall Rating of Standard						
Professional Growth/Comments:						
3: Creates and Maintains Learning Climate						
3.1 Communicates high expectations						
3.2 Establishes a positive learning environment						
3.3 Values and supports student diversity and addresses individual needs						
3.4 Fosters mutual respect between teacher and students and among students						
3.5 Provides a safe environment for learning						
Overall Rating of Standard						
Professional Growth/Comments:						

4: Implements and Manages Instruction	Meets		Growth Needed		Does Not Meet	
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students						
4.2 Implements instruction based on diverse student needs and assessment data						
4.3 Uses time effectively						
4.4 Uses space and materials effectively						
4.5 Implements and manages instruction in ways that facilitate higher order thinking						
Overall Rating of Standard						
Professional Growth/Comments:						
5: Assesses and Communicates Learning Results	Meets		Growth Needed		Does Not Meet	
5.1 Uses pre-assessments						
5.2 Uses formative assessments						
5.3 Uses summative assessments						
5.4 Describes, analyzes, and evaluates student performance data						
5.5 Communicates learning results to students and parents						
5.6 Allows opportunity for student self-assessment						
Overall Rating of Standard						
Professional Growth/Comments:						
6: Demonstrates the Implementation of Technology	Meets		Growth Needed		Does Not Meet	
6.1 Uses available technology to design and plan instruction						
6.2 Uses available technology to implement instruction that facilitates student learning						
6.3 Integrates student use of available technology into instruction						
6.4 Uses available technology to assess and communicate student learning						
6.5 Demonstrates ethical and legal use of technology						
Overall Rating of Standard						
Professional Growth/Comments:						
7: Reflects on and Evaluates Teaching and Learning	Meets		Growth Needed		Does Not Meet	
7.1 Uses data to reflect on and evaluate student learning						
7.2 Uses data to reflect on and evaluate instructional practice						
7.3 Uses data to reflect on and identify areas for professional growth						
Overall Rating of Standard						
Professional Growth/Comments:						
8: Collaborates With Colleagues/Parents/Others	Meets		Growth Needed		Does Not Meet	
8.1 Identifies students whose learning could be enhanced by collaboration						
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort						
8.3 Implements planned activities that enhance student learning and engage all parties						
8.4 Analyzes data to evaluate the outcomes of collaborative efforts						
Overall Rating of Standard						
Professional Growth/Comments:						

9. Evaluates Teaching and Implements Professional Development		Meets		Growth Needed		Does Not Meet	
9.1 Self assesses performance relative to Kentucky's Teaching Standards							
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues							
9.3 Designs a professional growth plan that addresses identified priorities							
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning							
Overall Rating of Standard							
Professional Growth/Comments:							
10: Provides Leadership Within School/Community/Profession		Meets		Growth Needed		Does Not Meet	
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school							
10.2 Develops a plan for engaging in leadership activities							
10.3 Implements a plan for engaging in leadership activities							
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts							
Overall Rating of Standard							
Professional Growth/Comments:							
11: Demonstrates Effective Interpersonal Relationships and Ethics		Meets		Growth Needed		Does Not Meet	
11.1 Demonstrates positive interpersonal relationships with students							
11.2 Demonstrates positive interpersonal relationships with educational staff							
11.3 Demonstrates positive interpersonal relationships with parents and community							
11.4 Adheres to professional code of ethics							
11.5 Demonstrates regular attendance and punctuality							
Overall Rating of Standard							
Professional Growth/Comments:							

Notes Regarding Overall Standard Ratings

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

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

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

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

HARDIN COUNTY SCHOOLS TEACHER SUMMATIVE FORM

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

Employee ID# _____

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

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

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

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

Teacher Standards:	Ratings		
	Meets	Growth Needed	*Does Not Meet
1 Demonstrates Applied Content Knowledge			
2 Designs and Plans Instruction			
3 Creates and Maintains Learning Climate			
4 Implements and Manages Instruction			
5 Assesses and Communicates Learning Results			
6 Demonstrates the Implementation of Technology			
7 Reflects on and Evaluates Teaching and Learning			
8 Collaborates With Colleagues/Parents/Others			
9 Evaluates Teaching and Implements Professional Development			
10 Performs Professional and Leadership Responsibilities			
11 Demonstrates Effective Interpersonal Relationships and Ethics			
Overall Rating			

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

HARDIN COUNTY SCHOOLS PRESCHOOL TEACHERS STANDARDS

STANDARD 1:

Designs/Organizes Instruction

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

The extent to which the early childhood educator:

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

STANDARD 2:

Creates/Maintains Learning Climates

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

The extent to which the early childhood educator:

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

STANDARD 3:

Implements/Manages Instruction

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

The extent to which the early childhood educator:

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

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

STANDARD 4:

Assesses/Communicates Learning Results

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

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

The extent to which the early childhood educator:

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

STANDARD 5:

Reflects/Evaluates Teaching/Learning

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

The extent to which the early childhood educator:

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

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

STANDARD 6:

Collaborates with Colleagues/Parents/Others

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

The extent to which the early childhood educator:

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

STANDARD 7:

Engages in Professional Development

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

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

The extent to which the early childhood educator:

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

STANDARD 8:

Supports Families

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

The extent to which the early childhood educator:

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

STANDARD 9:

Demonstrates Implementation of Technology

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

The extent to which the early childhood educator:

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

This instrument is inserted as a reference tool for evaluators.

Appropriate Practice Self Assessment

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

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

ADULT/CHILD INTERACTION

Teacher Standards I, II, III

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

CLASSROOM ENVIRONMENT

Teacher Standards I, II

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

INSTRUCTION

CIRCLE

Teacher Standards I, II, IV

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

CENTER TIME
Teachers Standards I, II, III

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

SMALL GROUP TIME
Teacher Standards I

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

TRANSITION
Teacher Standards III

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

MEAL TIME
Teacher Standards III

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

STUDENT SAFETY
HEALTH AND SAFETY
Teacher Standards I, III

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

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

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

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

RELATIONSHIP WITH PARENTS

Teacher Standards I, VI, VIII

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

PROFESSIONAL RESPONSIBILITIES

Teacher Standards IV, V, VII

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

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

PERSONAL GOAL SHEET

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

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

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

Name

Date

R-09

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR PRE-SCHOOL TEACHERS

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

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

Evaluator/Observer _____ Position _____

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

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

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

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

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

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

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

Notes Regarding Overall Standard Ratings

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

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

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

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

HARDIN COUNTY SCHOOLS PRESCHOOL TEACHER SUMMATIVE FORM

R09

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

Employee ID# _____

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

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

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

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

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

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

**HARDIN COUNTY SCHOOLS
SPEECH PATHOLOGIST STANDARDS**

STANDARD 1:

Implements Assessment Procedures

The extent to which the speech pathologist:

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

STANDARD 2:

Demonstrates a Readiness to Teach

The extent to which the speech pathologist:

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

STANDARD 3:

Demonstrates a Proficiently Managed Environment

The extent to which the speech pathologist:

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

STANDARD 4:

Demonstrates Proficiency in Managing Student Behavior

The extent to which the speech pathologist:

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

STANDARD 5:

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

The extent to which the speech pathologist:

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

STANDARD 6:

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

The extent to which the speech pathologist:

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

STANDARD 7:

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

The extent to which the speech pathologist:

- 7.1 Uses cooperative learning strategies, when appropriate

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

STANDARD 8:

Uses Teaching Strategies that Increase Student Motivation

The extent to which the speech pathologist:

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

STANDARD 9:

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

The extent to which the speech pathologist:

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

STANDARD 10:

Collaborates with Teachers and Staff

The extent to which the speech pathologist:

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

STANDARD 11:

Meets Professional Standards

The extent to which the speech pathologist:

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

STANDARD 12:

Uses Professional Growth Activities to Improve the Speech Therapy Program

The extent to which the speech pathologist:

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

STANDARD 13:

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

The extent to which the speech pathologist:

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

HARDIN COUNTY SCHOOLS

FORMATIVE EVALUATION FOR SPEECH PATHOLOGIST

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

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

Evaluator/Observer _____ Position _____

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

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

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

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

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

12: Uses Professional Growth Activities to Improve the Speech Therapy Program	
12.1 Identifies professional growth activities which will improve the speech therapy program	
12.2 Develops Professional Growth Plan	
12.3 Develops a plan which is congruent with the school and district mission and goals	
12.4 Revises Professional Growth Plan as goals change	
Overall Rating of Standard	
Professional Growth/Comments:	
13: Demonstrates Implementation of Technology	
13.1 Operates a multimedia computer and peripherals to install and use a variety of software	
13.2 Uses terminology related to computers and technology appropriately in written and verbal communication	
13.3 Demonstrates knowledge of the use of technology in business, industry, and society	
13.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations	
13.5 Creates multimedia presentations using scanners, digital cameras, and video cameras	
13.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction	
13.7 Uses computers and other technologies such as interactive instruction, audio-video conferencing, and other distance learning applications to enhance professional productivity and support instruction	
13.8 Requests and uses appropriate assistive and adaptive devices for students with special needs	
13.9 Designs lessons that use technology to address diverse student needs and learning styles	
13.10 Practices equitable and legal use of computers and technology in professional activities	
13.11 Facilitates the lifelong learning of self and others through the use of technology	
13.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation	
13.13 Applies research-based instructional practices that use computers and other technology	
13.14 Uses computers and other technology for individual, small group learning activities	
13.15 Uses technology to support multiple assessments of student learning	
13.16 Instructs and supervises students in the ethical and legal use of technology	
Overall Rating of Standard	
Professional Growth/Comments:	

Notes Regarding Overall Standard Ratings

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

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

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

HARDIN COUNTY SCHOOLS SPEECH PATHOLOGIST SUMMATIVE FORM

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

Employee ID# _____

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

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

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

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

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

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

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

**HARDIN COUNTY SCHOOL
LIBRARY MEDIA SPECIALIST**

STANDARD 1

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

The extent to which the library media specialist:

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students
- 1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program
- 1.3 Administers the budget according to the goals and objectives of the program
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center
- 1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology
- 1.6 Administers a library media program that utilizes flexible access
- 1.7 Develops plans for maintaining a technologically current facility and program
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities
- 1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses
- 1.11 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty
- 1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways
- 1.13 Is responsible for the proper use of the facility, materials, and equipment
- 1.14 May plan and/or participate in special projects or proposals, e.g. book fairs
- 1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers.
- 1.16 Demonstrates punctuality and good attendance for all duties including ARC, 504, SEA, GSSP meetings when modified
- 1.17 Upholds and models Kentucky School Personnel Code of Ethics

STANDARD 2:

Provides Exemplary Resources through Collection Development

The extent to which the library media specialist:

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

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

STANDARD 3:

Provides Effective Library Media Services

The extent to which the library media specialist:

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

STANDARD 4:

Enables Students to Become Effective Information Users

The extent to which the library media specialist:

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

STANDARD 5:

Engages in Professional Development

The extent to which the library media specialist:

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

STANDARD 6:

Demonstrates Implementation of Technology

The extent to which the library media specialist:

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

HARDIN COUNTY SCHOOLS

FORMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

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

Evaluator/Observer _____ Position _____

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

Standard/Performance Criteria	Performance/Product/Portfolio Ratings					
	Meets		Growth Needed		Does Not Meet	
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd
1: Demonstrates Proficiency in the Management						
1.1 Plans long-range goals of the library media center program with faculty, administration, and students						
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program						
1.3 Administers the budget according to the goals and objectives of the program						
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center						
1.5 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology						
1.6 Administers a library media program that utilizes flexible access						
1.7 Develops plans for maintaining a technologically current facility and program						
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format						
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities						
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses						
1.11 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use of students and faculty						
1.12 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways						
1.13 Is responsible for the proper use of the facility, materials, and equipment						
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs						
1.15 Trains and supervises library media center clerical staff, volunteers, and student helpers						
Overall Rating of Standard						
Professional Growth/Comments:						

2: Provides Exemplary Resources through Collection Development	Meets		Growth Needed		Does Not Meet	
2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials						
2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum						
2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations						
2.4 Maintains a professional collection						
2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy						
2.6 Keeps a card or automated catalog current						
2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings						
2.8 Makes a general repairs, weeds collection, and takes annual inventory						
Overall Rating of Standard						
Professional Growth/Comments:						
3: Provides effective Library Media Services	Meets		Growth Needed		Does Not Meet	
3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school						
3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening						
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers						
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum						
3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections						
3.6 Supports classroom teachers as consultant in the development of instructional units, activities, and curriculum with print and non-print materials						
3.7 Assists faculty in the selection of materials to supplement instruction						
3.8 Establishes positive rapport with staff and students						
3.9 Makes the library media center and its resources accessible to students and faculty						
3.10 Provides orientation for new faculty and students						
3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services						
3.12 Facilitates the circulation of materials among schools in the district or with other agencies						
3.13 Is available as a personal resource for all students and faculty						
3.14 Provides the resources and promotes recreational reading for the school community						
3.15 Is fair and respects diversity						
Overall Rating of Standard						
Professional Growth/Comments:						

4: Enables Students to Become Effective	Meets		Growth Needed		Does Not Meet	
4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations						
4.2 Informally evaluates individual and group needs and provides appropriate learning experiences						
4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct						
4.4 Provides for independent and cooperative group learning						
4.5 Guides students in the selection of appropriate resources						
4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments						
4.7 Promotes appreciation of various forms of literature emphasizing the highest quality						
4.8 Encourages students to develop life-long reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications						
4.9 Incorporates the use of technology in accessing information						
4.10 Assists students in the use of multi-media for completed projects						
Overall Rating of Standard						
Professional Growth/Comments:						
5: Engages in Professional Development	Meets		Growth Needed		Does Not Meet	
5.1 Establishes priorities for professional growth						
5.2 Analyzes student performance to help identify professional development needs						
5.3 Solicits input from others in the creation of individual professional development plans						
5.4 Implements knowledge and skills acquired through on-going professional development						
5.5 Modifies own professional development plan to improve performance and to promote student learning						
Overall Rating of Standard						
Professional Growth/Comments:						

6: Demonstrates Implementation	Meets		Growth Needed		Does Not Meet	
6.1 Operates a multimedia computer and peripherals to install and use a variety of software						
6.2 Uses terminology related to computers and technology appropriately in written and verbal communications						
6.3 Demonstrates knowledge of the use of technology in business, industry, and society						
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations						
6.5 Creates multimedia presentations using scanners, digital cameras, and video cameras						
6.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction						
6.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction						
6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs						
6.9 Designs lessons that use technology to address diverse student needs and learning styles						
6.10 Practices equitable and legal use of computers and technology in professional activities						
6.11 Facilitates the life-long learning of self and others through the use of technology						
6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation						
6.13 Applies research-based instructional practices that use computers and other technology						
6.14 Uses computers and other technology for individual, small group, and large group learning activities						
6.15 Uses technology to support multiple assessments of student learning						
6.16 Instructs and supervises students in the ethical and legal use of technology						
Overall Rating of Standard						
Professional Growth/Comments:						

Notes Regarding Overall Standard Ratings

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

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

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

HARDIN COUNTY SCHOOLS

LIBRARY MEDIA SPECIALIST SUMMATIVE FORM

R09

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

Employee ID# _____

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

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

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

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

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

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

HARDIN COUNTY SCHOOLS SCHOOL COUNSELOR STANDARDS

STANDARD 1:

Program Management, Research, and Evaluation

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

The extent to which the school counselor:

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

STANDARD 2:

Developmental Guidance Curriculum

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

The extent to which the school counselor:

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

STANDARD 3:

Individual/Small Group Counseling

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

The extent to which the school counselor:

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

STANDARD 4:

Consultation/Collaboration

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

The extent to which the school counselor:

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

STANDARD 5:

Coordination

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

The extent to which the school counselor:

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

STANDARD 6:

Assessment

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

The extent to which the school counselor:

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

STANDARD 7:

Adheres to Professional Standards

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

The extent to which the school counselor:

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

STANDARD 8:

Demonstrates Professional Leadership

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

The extent to which the school counselor:

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

STANDARD 9:

Engages in Professional Development

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

The extent to which the school counselor:

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

STANDARD 10:

Demonstrates Implementation of Technology

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

The extent to which the school counselor:

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

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

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR SCHOOL COUNSELOR

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

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

Evaluator/Observer _____ Position _____

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

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

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

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

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

Notes Regarding Overall Standard Ratings

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

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

Evaluatee:

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

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

HARDIN COUNTY SCHOOLS SCHOOL COUNSELOR SUMMATIVE FORM

R09

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

Employee ID# _____

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

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

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

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

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

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature _____ Date _____

Evaluator: Signature _____ Date _____

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

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

STANDARD 1:

Creates a Climate Conducive to Consultation

The extent to which the psychologist:

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

STANDARD 2:

Employs a Variety of Effective Consultation Procedures

The extent to which the psychologist:

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

STANDARD 3:

Participates in Professional Growth Activities

The extent to which the psychologist:

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

STANDARD 4:

Follows the Policies and Procedures of the School District

The extent to which the psychologist:

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

STANDARD 5:

Demonstrates a Sense of Professional Responsibility

The extent to which the psychologist:

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

STANDARD 6:

Utilizes Time Effectively

The extent to which the psychologist:

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

STANDARD 7:

Demonstrates the Ability to Communicate Effectively

The extent to which the psychologist:

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

STANDARD 8:

Implements Programs Effectively

The extent to which the psychologist:

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

STANDARD 9:

Provides Effective Assessment Services

The extent to which the psychologist:

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

STANDARD 10:

Demonstrates Implementation of Technology

The extent to which the school psychologist:

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

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

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS AND CONSULTANTS

Employee ID # _____

Tenured _____ Non-Tenured _____ School _____

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

Evaluator/Observer _____ Position _____

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

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

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

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

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

Notes Regarding Overall Standard Ratings

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

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

Evaluatee:

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

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

HARDIN COUNTY SCHOOLS

SCHOOL PSYCHOLOGISTS & CONSULTANTS SUMMATIVE FORM

R09

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

Employee ID# _____

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____

School _____

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

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

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

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

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

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature _____ Date _____

Evaluator:

Signature _____ Date _____

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

HARDIN COUNTY SCHOOLS

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

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

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators	
1. <u>Vision</u>	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.
2. <u>School Culture and Learning</u>	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. <u>Management</u>	An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. <u>Collaboration</u>	An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. <u>Integrity, Fairness, Ethics</u>	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. <u>Political, Economic, Legal</u>	An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

ISLLC
**Evaluation Standards and Performance Criteria
 for Education Administrators**

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

Standard 1: Vision

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

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

A.	Collaboratively develop and implement a shared vision and mission
B.	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C.	Create and implement plans to achieve goals
D.	Promote continuous and sustainable improvement
E.	Monitor and evaluate progress and revise plans

Standard 2: School Culture and Learning

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

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

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

Standard 3: Management

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

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

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

Standard 4: Collaboration

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

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

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

Standard 5: Integrity, Fairness, Ethics

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

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

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

Standard 6: Political, Economic, Legal

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

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

A.	Advocate for children, families, and caregivers
B.	Act to influence local, district, state, and national decisions affecting student learning
C.	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

HARDIN COUNTY SCHOOLS FORMATIVE EVALUATION FOR ADMINISTRATOR

R09

Employee ID # _____

Tenured_____ Non-Tenured_____ School_____

Evaluatee/Observee_____ Content Area_____ Grade(s)_____

Evaluator/Observer_____ Position_____

Date of 1st Observation_____ Date of 1st Post-Observation Conference_____

Date of 2nd Observation_____ Date of 2nd Post-Observation Conference_____

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

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

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

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

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

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

SUMMATIVE EVALUATION FOR ADMINISTRATORS

R09

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

Employee ID# _____

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

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

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

Administrator Standards:

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

Overall Rating _____

Ratings:

<u>Meets</u>	<u>Growth Needed</u>	<u>*Does Not Meet</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

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

Signature _____

Date _____

Evaluator:

Signature _____

Date _____

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