



Clark County Public Schools
“One Community One Vision: Excellence”

Certified Personnel Evaluation Plan
2011 - 2012

Approved August 16, 2011

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CERTIFIED PERSONNEL EVALUATION PLAN

Clark County School System
1600 West Lexington Avenue
Winchester, KY 40391

Elaine Farris
Superintendent

Pat Rosenthal
Assistant Superintendent
Evaluation Contact Person

Evaluation Plan Development Committee Members:

Jennifer Kincaid	Teacher
Stacey McKenzie	Teacher
Maggie Doyle	Teacher
Lunelle Matthews	Teacher
Angela Taylor	Principal
David Bolen	Principal
Mike Menchen	Principal
Pam Whitesides	Principal

ASSURANCES

THE CLARK COUNTY SCHOOL DISTRICT HEREBY ASSURES THE COMMISSIONER OF EDUCATION THAT:

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

The evaluation criteria and process will annually be explained to and discussed with all certified personnel within thirty days of reporting for employment. The immediate supervisor of each certified employee will be the primary evaluator.

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, school counselors and non-tenured teachers will be evaluated annually.

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

The Superintendent will be evaluated every year. Provisions for professional growth of the Superintendent found in KRS 156.11 will be followed.

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

All monitoring and observation will be with the full knowledge of the teacher/administrator and will include classroom walkthrough instruments, both formative and summative procedures as described in this document.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance. Formative conference shall be within 5 days (one work week) of the observation and the summative conference will include all evaluation data.

Each person evaluated shall be given a copy of his/her summative evaluation and same shall be filed in the personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeal.

This 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 this evaluation plan as recorded in the minutes of the meeting held on August 16, 2011.

Superintendent

Date

Chairman of the Board of Education

Date

CERTIFIED PERSONNEL EVALUATION PROCESS- POLICY 03.18

DEVELOPMENT OF SYSTEM

An evaluation committee shall develop and recommend for approval of the Board and the Kentucky Department of Education an evaluation system for all certified employees below the level of District Superintendent. The evaluation system shall be in compliance with the applicable statute and regulation.

PURPOSES

The purposes of the evaluation system shall be to: Improve instruction, provide a measure of performance accountability to citizens, foster professional growth, provide encouragement and incentive for employees to improve performance, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be given a copy of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and the evaluatee shall sign and date the evaluation instrument.

A copy of all current employees' summative evaluations shall be maintained by the employee's immediate supervisor and shall be a part of the official personnel record. Copies of formative evaluations shall be kept on file by the evaluator for a period of five (5) years.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for two (2) years and run from January 1 to December 31. Members may be reappointed or reelected for one (1) additional term.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

EVALUATION PROCESS

The evaluation criteria and process will annually be explained to and discussed with all certified personnel no later than the end of the first month of reporting for employment for each school year. The immediate supervisor of the certified school employee shall be designated the primary evaluator. Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of the local instruments and procedures. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. 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 between the 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 (5) working days of the teacher's written request, the evaluator shall select the third-party observer. All monitoring or observations of performance of a certified employee shall be conducted openly and with full knowledge of the teacher or administrator. The length and nature of the observation may be determined by the evaluator or evaluatee. All evaluations shall be written on the forms adopted for this evaluation plan. All observations shall include documentation of information to be used in determining the performance of the person evaluated.

Frequency of evaluation, conferences, and observation shall be as follows:

- (1) Evaluation with a minimum of two observations and two conferences shall occur annually for each non-tenured certified employee. Additional conferences after observations are recommended.
- (2) Evaluation shall occur, at a minimum, once every three year period for each tenured teacher and shall include a minimum of two observations and two conferences.
- (3) Evaluation, with a minimum of one conference, shall occur annually for school counselors and administrators, including the Superintendent.
- (4) Two or more observations shall be conducted with certified employees whose initial observation results are unsatisfactory.
- (5) Tenured and non-tenured teachers to be evaluated should be scheduled on an annual basis.

Observations may occur throughout the school year.

Summative evaluation due dates:

March 31: All certified employees non-renewed for cause

April 15: All non-tenured certified teachers (KTIP-Year 4)

May 15: All tenured teachers (year 5+), counselors and librarians

May 30: All administrative staff

STEPS IN EVALUATION PROCESS

I. REVIEW PERFORMANCE CRITERIA

The performance criteria are descriptors of duties and responsibilities. They should be used as follows: Review them to determine if there is an area or indicator that pinpoints where improvement should be made. If so, on the Individual Professional Growth Plan check the appropriate performance criteria and then write the descriptive indicator in the same space provided.

II. DEVELOP PROFESSIONAL GROWTH PLAN

After agreeing on the performance criteria, determine the growth objectives, present stage of development, procedure for achieving objectives and appraisal method. The plan shall be aligned with specific goals and objectives of the district/school's improvement plan, as well as individual growth need and reviewed annually. The professional growth plan necessary to bring the evaluatee up to the level of proficiency desired will be developed and agreed upon by the evaluatee and evaluator. Provisions for professional growth of the Superintendent found in KRS 156.11 will be followed.

III. OBSERVATION/CONFERENCE – FORMATIVE EVALUATION

This step requires the evaluatee to complete a pre-observation worksheet to be submitted to the evaluator before the initial observation. After the observation, a conference shall be held within 5 days to provide feedback with suggestions regarding the certified employee's professional growth and performance.

IV. ASSESSMENT – SUMMATIVE EVALUATION

At the end of the evaluation cycle, a conference will be held between the evaluator and the evaluatee to determine if the performance criteria and the professional growth plan have been met. This report shall be in writing and become a part of the official personnel record. Due dates for Certified Evaluations:

March 31: All certified employees non-renewed for cause

April 15: All non-tenured certified teachers (KTIP-Year 4)

May 15: All tenured teachers (year 5+), counselors and librarians

May 30: All administrative staff

V. INDIVIDUAL CORRECTIVE ACTION PLAN

Certified employees who violate the Board or State Policies and Procedures requirements, Professional Code of Ethics, Administration Code for Kentucky's Educational Assessment Program, receive two or more unsatisfactory formative evaluations or receive a "does not meet" rating on the summative evaluation will work with their evaluator on developing an individual corrective action plan.

VI. EVALUATION APPEALS

Any certified employee shall have the opportunity for a written response to the summative evaluation, which shall become a part of the official record. Every certified employee shall have right to a hearing as to every appeal.

WHO EVALUATES WHOM

Evaluatee	Prime Evaluator	Contributor
Classroom Teacher Counselor Librarian	Principal Principal Principal	A, C, E, G A A, E
Itinerant Personnel: Speech Therapist Special Education Music Physical Education Homebound Nurses	 Principal (*) Principal (*) Principal (*) Principal (*) Administrative Director Principal	 G G E E D D
Principal Assistant Principal Assistant Superintendent Administrative Director Psychologist, Psychometrist Superintendent	Superintendent Principal Superintendent Superintendent Director of Special Education Board of Education	D, E, F, G B, D, F, G B, E, F, G, H B, D, E, F

* Title Change

SYMBOLS:

- A = Assistant Principal
- B = Principal
- C = Other Teacher
- D = Administrative Director
- E = Administrative Director – Instruction
- F = Director of Pupil Personnel
- G= Director of Special Education – Mental Health Services
- H= Elementary Instructional Leadership Director

(*) Superintendent will designate the Principal who will serve as Prime Evaluator in order to equalize the load the evaluator will have, and to make the most appropriate match of evaluatee and evaluator.

Summative Evaluation Due Dates

- March 31: All certified employees non-renewed for cause
- April 15: All non-tenured certified teachers (KTIP-Year 4)
- May 15: All tenured teachers (years 5+), counselors and librarians
- May 30: All administrative staff



EVALUATION FORMS FOR TEACHERS

STANDARD/PERFORMANCE CRITERIA FOR TEACHERS

1: Applies 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.

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.

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.

4: Implements and Manages Instruction

- 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.

5: Assesses and Communicates Learning Results

- 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.
- 5.7 Uses assessment data to inform/modify instruction.

6: Demonstrates the Implementation of Technology

- 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.

7: Evaluates Teaching and Learning

- 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.

8: Collaborates With Colleagues/Parents/Others

- 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.

9: Evaluates Teaching and Implements Professional Development

- 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.

10: Provides Leadership within School/Community/Profession

- 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.

11: Interpersonal Relationships
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 communities.
11.4 Demonstrates adherence to certified personnel code of ethics.
11.5 Maintains good attendance and punctuality.
11.6 Dresses in an appropriate and professional manner.
11.7 Contributes willingly to school committees and work groups.
11.8 Demonstrates poise and emotional stability in performance of duties.

PROFESSIONAL GROWTH PLAN FOR TEACHERS

Name: _____

Date: _____

Subject Area/Assignment: _____

Grade: _____

A plan of action mutually agreed upon by the staff member and immediate supervisor. The plan, along with a method of assessing successful completion, should be aligned with specific goals and objectives of the School Improvement Plan or the district wide Professional Development Plan. The intent of the plan is, through cooperative planning, to provide assistance to the staff member in becoming a more proficient educator. The plan should include areas identified as growth needed during the previous year's assessment process and could also include enrichment activities which allow the staff member to focus on areas of choice for professional growth. Plan is to be reviewed and updated annually.

Growth area goals: List two specific objectives for the current school year

Present state of development:

Awareness _____ Preparation _____ Implementation _____ Refinement _____

Indicate action steps: Identify task or activities to be carried out to achieve objectives.

Evaluation: Indicate when and how objectives will be measured.

Evaluator Signature: _____ Date: _____

Evaluatee Signature: _____ Date: _____

Note: signatures verify that this growth plan is mutually agreed upon by both parties. This plan shall be aligned with specific goals and objectives of the school's/district's Consolidated Plan and shall be reviewed annually.

PRE-OBSERVATION FORM
(To be completed by the observee before the observation visit)

Educator: _____ Observer: _____

School: _____ Position: _____

Date: _____ Time Period: _____ Grades: _____

Content Area: _____ No. of Students: _____

Major Lesson Content of Unit Study: _____

1. What are the methods and/or strategies that will help achieve academic expectations for this lesson?

- | | |
|---|--|
| <input type="checkbox"/> Identifying Similarities and Differences | <input type="checkbox"/> Summarizing and Note Taking |
| <input type="checkbox"/> Reinforcing Effort and Providing Recognition | <input type="checkbox"/> Homework and Practice |
| <input type="checkbox"/> Nonlinguistic Representations | <input type="checkbox"/> Cooperative Learning |
| <input type="checkbox"/> Setting Objectives and Providing Feedback | <input type="checkbox"/> Generating and Testing Hypothesis |
| <input type="checkbox"/> Cueing and Questioning | <input type="checkbox"/> Advanced Organizers |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Learning Centers |
| <input type="checkbox"/> Project Based Learning | <input type="checkbox"/> Process Writing |
| <input type="checkbox"/> Peer-Teaching | <input type="checkbox"/> Lecturing |
| <input type="checkbox"/> Technology | |

2. Describe the teaching and learning activities that will take place.

3. How are you going to check student understanding and mastery of skills and concepts that are taught?

4. What are particular teaching behaviors you especially want monitored?

- | | | |
|---|---|--|
| <input type="checkbox"/> Questioning Techniques | <input type="checkbox"/> Wait Time | <input type="checkbox"/> Engagement Techniques |
| <input type="checkbox"/> Feedback | <input type="checkbox"/> Teacher Praise | <input type="checkbox"/> Interpersonal Relations |
| <input type="checkbox"/> Gender Biased | <input type="checkbox"/> Pacing of Lesson | <input type="checkbox"/> Cultural Biased |

Other _____

5. Are there any special circumstances of which the administrator should be aware?

Observee's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

FORMATIVE EVALUATION FOR TEACHERS

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						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
1: Applies 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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
4: Implements and Manages Instruction							
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
5: Assesses and Communicates Learning Results							
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.							
5.7 Uses assessment data to inform/modify instruction.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
6: Demonstrates the Implementation of Technology							
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
7: Evaluates Teaching and Learning							
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
8: Collaborates With Colleagues/Parents/Others							
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
9: Evaluates Teaching and Implements Professional Development							
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
10: Provides Leadership within School/Community/Profession							
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							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
11: Demonstrates Effective Interpersonal Relationships							
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 communities.							
11.4 Demonstrates adherence to certified personnel code of ethics.							
11.5 Maintains good attendance and punctuality.							
11.6 Dresses in an appropriate and professional manner.							
11.7 Contributes willingly to school committees and work groups.							
11.8 Demonstrates poise and emotional stability in performance of duties.							
Overall Rating of Standard							

Notes Regarding Overall Standard Ratings

*If any one indicator is marked as “Does Not Meet”, the overall rating of the standard cannot exceed “Growth Needed”.

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

1 st Observation Date:	
Evaluation Comments	Teacher Comments
Evaluator Signature and Date Signed	Teacher Signature and Date Signed
<i>Teacher signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	

2 nd Observation Date:	
Evaluation Comments	Teacher Comments
Evaluator Signature and Date Signed	Teacher Signature and Date Signed
<i>Teacher signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	

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.

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

Check One: Intern _____ Non-Tenured _____ Tenured _____

Evaluator/Observer _____ Position _____ School _____

Date(s) of Pre-Conference/Observation 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards:	Standard Ratings		
	Meets	Growth Needed	*Does Not Meet
1. Applies 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. Evaluates Teaching and Learning			
8. Collaborates With Colleagues/Parents/Others			
9. Evaluates Teaching and Implements Professional Development			
10. Provides Leadership Within School/Community/Profession			
11. Demonstrates Effective Interpersonal Relationships			
Overall Rating			

*Any rating in the “does not meet” column requires the development of an Individual Performance Improvement Plan.
NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District’s standards in all categories.

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

Employment Recommendation to Superintendent:

_____ Recommended for reemployment
 _____ Not Recommended for re-employment

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 Clark County Schools District Performance Assessment and Improvement Plan.



EVALUATION FOR SCHOOL MEDIA SPECIALISTS

STANDARD/PERFORMANCE CRITERIA FOR SCHOOL MEDIA SPECIALIST

STANDARD 1: APPLIED CONTENT KNOWLEDGE

The librarian shall demonstrate knowledge of school library operations.

Performances- The librarian facilitates processes and engages in activities that:

1.1	Displays awareness and understanding of appropriate school library media skills and techniques.
1.2	Displays a willingness to continually update individual professional development experiences.
1.3	Utilizes current research and methods in areas of technology, teaching, learning, and library and information science.
1.4	Provides access to professional materials and information for school staff.

STANDARD 2: PLANNING/IMPLEMENTATION/EVALUATION

The librarian shall plan, implement, and evaluate instructional or administrative activities.

Performances- The librarian facilitates processes and engages in activities that:

2.1	Implements the School Library Media Policies and Procedures of the district.
2.2	Annually evaluates and revises school library media plan.
2.3	Participates in establishing short and long range program goals for school library media services.
2.4	Works to maintain and improve the quality of the total education program.
2.5	Sets individual and program goals and objectives in an effort to upgrade personal and professional growth and development.
2.6	Plans and implements technologically advanced facility and program.
2.7	Plans cooperatively with teachers to integrate research, information retrieval skills, and literature appreciation into the curriculum.

STANDARD 3: INSTRUCTIONAL STRATEGIES/PROCESSES

The librarian shall utilize appropriate research based strategies and processes effectively.

Performances- The librarian facilitates processes and engages in activities that:

3.1	Teaches media skills appropriate to integration into school's curriculum.
3.2	Uses a variety of appropriate instructional methods to enhance student learning.
3.3	Provides specific information and resources in response to referenced requests.
3.4	Provides leadership in using technologies within the school.
3.5	Arranges media facility for most effective use.
3.6	Plans with teachers to integrate media skills into subject area classroom instruction.
3.7	Promotes maximum use of the Library Media Center by procedures of flexible access by staff and students.

STANDARD 4: MANAGEMENT SKILLS

The librarian shall demonstrate effective management skills.

Performances- The librarian facilitates processes and engages in activities that:

4.1	Coordinates the acquisition process, including cataloguing and the maintenance of all media resources, and inventories needed.
4.2	Selects resources within the framework of the selection policy adopted by the board of education.
4.3	Coordinates the continuous assessment of the media collection in order to select appropriate media materials.
4.4	Selects materials and technology which support the school's curriculum and educational philosophy.
4.5	Withdraws obsolete library media materials from circulation.
4.6	Classifies, catalogues, processes and organizes for circulation the educational media and technology for easy access.
4.7	Establishes and follows procedures for maintenance and repair of all media equipment.
4.8	Maintains a current inventory of all library media center holdings.
4.9	Maintains the Library Media Center to be a functional, attractive and orderly environment which encourages maximum use.
4.10	Manages student behavior in a constructive manner.
4.11	Trains, supervises, and evaluates aides, volunteers, and student assistants.
4.12	Completes all records, reports, inventories, requisitions accurately and timely.
4.13	Performs non-media duties as assigned.

STANDARD 5: INTERPERSONAL/COMMUNICATIONS/COLLABORATION SKILLS

The librarian shall demonstrate effective interpersonal, communication, and collaboration skills among peers, subordinates, students and parents.

Performances- The librarian facilitates processes and engages in activities that:

5.1	Maintains a good rapport with students and staff through written, oral, and individual communication.
5.2	Shows sense of humor and is positive, optimistic, and enthusiastic.
5.3	Communicates clearly and effectively with students, staff, parents, and community.
5.4	Demonstrates respect for the dignity and worth of students, staff, and parents.
5.5	Demonstrates good judgment and uses tact and diplomacy.

STANDARD 6: IMPLEMENTATION OF TECHNOLOGY

The librarian 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.

Performances- The librarian facilitates processes and engages in activities that:

6.1	Demonstrates knowledge of the use of technology.
6.2	Uses terminology related to computers and technology appropriately in written and verbal communications.
6.3	Operates a computer and peripherals to install and use a variety of software.
6.4	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
6.5	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.
6.6	Uses computers and other technologies to enhance professional productivity and support instruction.
6.7	Requests and uses appropriate assistive and adaptive devices for students with special needs.
6.8	Designs lessons that use technology to address diverse student needs and learning styles.
6.9	Practices equitable and legal use of computers and technology in professional activities.
6.10	Facilitates the lifelong learning of self and others through the use of technology.
6.11	Uses computers and other technology for individual, small group, and large group learning activities.
6.12	Applies research-based instructional practices that use computers and other technology.
6.13	Uses technology to support multiple assessments of student learning.
6.14	Instructs and supervises students in the ethical and legal use of technology.

STANDARD 7: PROFESSIONAL DUTIES/RESPONSIBILITIES

The librarian shall reflect on and evaluate teaching and learning situations, learning environments, and program for students served.

Performances- The librarian facilitates processes and engages in activities that:

7.1	Develops a school library media plan, based on student needs, to meet the goals and objectives of the school, district and state educational programs.
7.2	Develops activities, resources, and timelines in order to implement the goals and objectives of the school library media plan.
7.3	Develops written annual and long range goals for improving the school media program with the building principal.
7.4	Uses standard selection tools and reviewing sources to evaluate and select all instructional materials.
7.5	Conducts needs assessments and evaluations designed to improve media program.
7.6	Contributes as school media coordinator to the development of annual objectives for the school.
7.7	Maintains good attendance and punctuality.
7.8	Dresses in an appropriate and professional manner.
7.9	Contributes willingly to school committees and work groups.
7.10	Demonstrates poise and emotional stability in performance of duties.
7.11	Demonstrated adherence to certified personnel code of ethics.

STANDARD 8: ADHERENCE TO SCHOOL/DISTRICT/STATE MISSIONS

The librarian shall teach or manage in a manner that is consistent with missions to which school/council, the board of education, and the State Board of Elementary and Secondary Education are committed.

Performances- The librarian facilitates processes and engages in activities that:

8.1	Adheres to ethical and moral standards of a school professional.
8.2	Becomes familiar with and adheres to established local, state and federal laws (including copyright laws), rules, regulations and policies relevant to performance of school library media services.
8.3	Upgrades professional knowledge and skills by participating in relevant professional growth and development activities.
8.4	Promotes the Library Bill of Rights/Intellectual Freedom.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The librarian shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance.

Performances- The librarian facilitates processes and engages in activities that:

9.1	Assess own performance and identifies areas of growth.
9.2	Articulates a professional development plan.
9.3	Shows documented evidence of growth and performance.
9.4	Demonstrates professional growth through participation in professional organizations.
9.5	Critically reviews and applies research and recommended practices in the program.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY PROFESSION

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

Performances- The librarian facilitates processes and engages in activities that:

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.

INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR SCHOOL MEDIA SPECIALIST

Name: _____

Date: _____

Subject Area/Assignment: _____

Grade: _____

A plan of action mutually agreed upon by the staff member and immediate supervisor. The plan, along with a method of assessing successful completion, should be aligned with specific goals and objectives of the School Improvement Plan or the district wide Professional Development Plan. The intent of the plan is, through cooperative planning, to provide assistance to the staff member in becoming a more proficient educator. The plan should include areas identified as growth needed during the previous year's assessment process and could also include enrichment activities which allow the staff member to focus on areas of choice for professional growth. Plan is to be reviewed and updated annually.

Growth area goals: List two specific objectives for the current school year.

Present state of development:

Awareness _____ Preparation _____ Implementation _____ Refinement _____

Indicate action steps: Identify task or activities to be carried out to achieve objectives.

Evaluation: Indicate when and how objectives will be measured.

Evaluator Signature: _____

Date: _____

Evaluatee Signature: _____

Date: _____

Note: signatures verify that this growth plan is mutually agreed upon by both parties. This plan shall be aligned with specific goals and objectives of the school's/district's Consolidated Plan and shall be reviewed annually.

FORMATIVE EVALUATION FOR SCHOOL MEDIA SPECIALIST

Tenured _____ Non-Tenured _____ School _____

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

Evaluatee/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						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
1: Applied Content Knowledge							
1.1 Displays awareness and understanding of appropriate school library media skills and techniques.							
1.2 Displays a willingness to continually update individual professional development experiences.							
1.3 Utilizes current research and methods in areas of technology, teaching, learning, and library and information science.							
1.4 Provides access to professional materials and information for school staff.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
2: Planning/Implementation/Evaluation							
2.1 Implements the School Library Media Policies and Procedures of the district.							
2.2 Annually evaluates and revises school library media plan.							
2.3 Participates in establishing short and long range program goals for school library media services.							
2.4 Works to maintain and improve the quality of the total educational program.							
2.5 Sets individual and program goals and objectives in an effort to upgrade personal and professional growth and development.							
2.6 Plans and implements technologically advanced facility and program.							
2.7 Plans cooperatively with teachers to integrate research, information retrieval skills, and literature appreciation into the curriculum.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
3: Instructional Strategies/Processes							
3.1 Teaches media skills appropriate to integration into the school's curriculum.							
3.2 Uses a variety of appropriate instructional methods to enhance student learning.							
3.3 Provides specific information and resources in response to referenced requests.							
3.4 Provides leadership in using technologies within the school.							
3.5 Arranges media facility for most effective use.							
3.6 Plans with teachers to integrate media skills into subject area classroom instruction.							
3.7 Promotes maximum use of the Library Media Center by procedures of flexible access by staff and students.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
4: Management Skills							
4.1 Coordinates the acquisition process, including cataloguing and the maintenance of all media resources, including inventories as needed.							
4.2 Selects resources within the framework of the selection policy adopted by the board of education.							
4.3 Coordinates the continuous assessment of the media collection in order to select appropriate media materials.							
4.4 Selects materials and technology which support the school's curriculum and educational philosophy.							
4.5 Withdraws obsolete library media materials from circulation.							
4.6 Classifies, catalogues, processes and organizes for circulation the educational media and technology for easy access.							
4.7 Establishes and follows procedures for maintenance and repair of all media equipment.							
4.8 Maintains a current inventory of all library media center holdings.							
4.9 Maintains the Library Media Center to be a functional, attractive and orderly environment which encourages maximum use.							
4.10 Manages student behavior in a constructive manner.							
4.11 Trains, supervises, and evaluates aides, volunteers, and student assistants.							
4.12 Completes all records, reports, inventories, requisition accurately and timely.							
4.13 Performs non-media duties as assigned.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
5.1 Maintains good rapport with students and staff through written, oral, and individual communication.							
5.2 Shows sense of humor and is positive, optimistic, and enthusiastic.							
5.3 Communicates clearly and effectively with students, staff, parents, and community.							
5.4 Demonstrates respect for the dignity and worth of students, staff, and parents.							
5.5 Demonstrates good judgment and uses tact and diplomacy.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
6.1 Demonstrates knowledge of the use of technology.							
6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.							
6.3 Operates a computer and peripherals to install and use a variety of software.							
6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.							
6.5 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.							
6.6 Uses computers and other technologies to enhance professional productivity and support instruction.							
6.7 Requests and uses appropriate assistive and adaptive devices for students with special needs.							
6.8 Designs lessons that use technology to address diverse student needs and learning styles.							
6.9 Practices equitable and legal use of computers and technology in professional activities.							
6.10 Facilitates the lifelong learning of self and others through the use of technology.							
6.11 Uses computers and other technology for individual, small group, and large group learning activities.							
6.12 Applies research-based instructional practices that use computers and other technology.							
6.13 Uses computers and other technology for individual, small group, and large group learning activities.							
6.14 Uses technology to support multiple assessments of student learning.							
6.15 Instructs and supervises students in the ethical and legal use of technology.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
7: Professional Duties/Responsibilities							
7.1 Develops a school library media plan, based on student needs, to meet the goals and objectives of the school, district and state educational programs.							
7.2 Develops activities, resources, and timelines in order to implement the goals and objectives of the school library media plan.							
7.3 Develops written annual and long range goals for improving the school media program with building principal.							
7.4 Uses standard selection tools and reviewing sources to evaluate and select all instructional materials.							
7.5 Conducts needs assessments and evaluations designed to improve media program.							
7.6 Contributes as school media coordinator to the development of annual objectives for the school.							
7.7 Maintains good attendance and punctuality.							
7.8 Dresses in an appropriate and professional manner.							
7.9 Contributes willingly to school committees and work groups.							
7.10 Demonstrates poise and emotional stability in performance of duties.							
7.11 Demonstrates adherence to certified personnel code of ethics.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Performance/Product/Portfolio Ratings
	Meets		Meets		Meets		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
8: Adherence To School/District/Standards/Missions							
8.1 Adheres to ethical and moral standards of a school professional.							
8.2 Becomes familiar with and adheres to established local, state and federal laws (including copyright laws), rules, regulations and policies relevant to performance of school library media services.							
8.3 Upgrades professional knowledge and skills by participating in relevant professional growth and development activities.							
8.4 Promotes the Library Bill of Rights/Intellectual Freedom.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
9: Evaluates Teaching and Implements Professional Development							
9.1 Assess own performance and identifies areas of growth.							
9.2 Articulates a professional development plan.							
9.3 Shows documented evidence of growth and performance.							
9.4 Demonstrates professional growth through participation in professional organizations.							
9.5 Critically reviews and applies research and recommended practices in the program.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
10: Provides Leadership Within School/Community/Profession							
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							

Notes Regarding Overall Standard Ratings

*If any one indicator is marked as “Does Not Meet”, the overall rating of the standard cannot exceed “Growth Needed”.

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

1st Observation Date:	
Evaluation Comments	School Media Specialist Comments
Evaluator Signature and Date Signed	School Media Specialist Signature and Date Signed
<i>School Media Specialist signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	
2nd Observation Date:	
Evaluation Comments	School Media Specialist Comments
Evaluator Signature and Date Signed	School Media Specialist Signature and Date Signed
<i>School Media Specialist signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	



EVALUATION FORMS FOR COUNSELORS

EVALUATIONS STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL COUNSELORS

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 a faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

Performances- The counselor understands and knows how to:

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

STANDARD 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventative 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.

Performances- The counselor understands and knows how to:

2.1	Provide a safe, confidential setting in which students present their needs and concerns.
2.2	Promote wellness.
2.3	Respond to crises.
2.4	Communicate empathy and understanding.
2.5	Utilize a broad range of techniques and accepted theories appropriate to school counseling.
2.6	Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
2.7	Intervene in problem/conflict situations and conduct follow-up sessions.
2.8	Respect and nurture the uniqueness of each student.
2.9	Mediate classroom and student conflict.
2.10	Empower students to develop and use their resources.

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.

Performances- The counselor understands and knows how to:

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

STANDARD 4: Consultation/Collaboration

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.

Performances- The counselor understands and knows how to:

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

STANDARD 5: Coordination

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.

Performances- The counselor understands and knows how to:

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

STANDARD 6: Assessment

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

Performances- The counselor understands and knows how to:

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

STANDARD 7: Adheres to Professional Standards

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

Performances- The counselor understands and knows how to:

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

STANDARD 8: Demonstrates Professional Leadership

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

Performances- The counselor understands and knows how to:

8.1	Build positive relationships within and between school and community.
8.2	Promote leadership potential in colleagues.
8.3	Participate in professional organizations and activities.
8.4	Write and speak effectively.
8.5	Guides the development of curriculum and instructional materials.
8.6	Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
8.7	Initiates and develops educational projects and programs.
8.8	Practice effective listening, conflict resolution and group-facilitation skills as a team member.

8.9	Present program in a manner that reflects sensitivity to a multicultural and global perspective.
8.10	Write for publication, present at conferences and provide professional development.
8.11	Work with colleagues to administer an effective learning climate within the school.

STANDARD 9: Engages in Professional Development

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

Performances- The counselor understands and knows how to:

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

STANDARD 10: Technology

The school counselor extends his/her own technology productivity to enhance both personal communication and student achievement.

Performances- The counselor understands and knows how to use:

10.1	Technology resources effectively within the school community.
10.2	Emerging technologies (including computers, scanners, digital cameras, and video cameras) to increase student achievement.
10.3	Appropriate assistive technology for students with special needs.
10.4	Technology for individual, small group and large group instruction.
10.5	Computers for communication, record keeping, and document processing.
10.6	Computers and other technologies in a legal and ethical manner.

STANDARD 11: Interpersonal Relationships

Performances - Demonstrates Effective Interpersonal Relationships

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 communities.
11.4	Demonstrates adherence to certified personnel code of ethics.
11.5	Maintains good attendance and punctuality.
11.6	Dresses in an appropriate and professional manner.
11.7	Contributes willingly to school committees and work groups.
11.8	Demonstrates poise and emotional stability in performance of duties.

INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR COUNSELORS

Name: _____

Date: _____

Subject Area/Assignment: _____

Grade: _____

A plan of action mutually agreed upon by the staff member and immediate supervisor. The plan, along with a method of assessing successful completion, should be aligned with specific goals and objectives of the School Improvement Plan or the district wide Professional Development Plan. The intent of the plan is, through cooperative planning, to provide assistance to the staff member in becoming a more proficient educator. The plan should include areas identified as growth needed during the previous year's assessment process and could also include enrichment activities which allow the staff member to focus on areas of choice for professional growth. Plan is to be reviewed and updated annually.

Growth area goals: List two specific objectives for the current school year

Present state of development: Awareness _____ Preparation _____
Implementation _____ Refinement _____

Indicate action steps: Identify task or activities to be carried out to achieve objectives.

Evaluation: Indicate when and how objectives will be measured.

Evaluator Signature: _____

Date: _____

Evaluatee Signature: _____

Date: _____

Note: signatures verify that this growth plan is mutually agreed upon by both parties. This plan shall be aligned with specific goals and objectives of the school's/district's Consolidated Plan and shall be reviewed annually.

FORMATIVE EVALUATION FOR SCHOOL COUNSELORS

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						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
1: Program Management, Research, and Evaluation							
1.1 Define needs and priorities.							
1.2 Determine objectives.							
1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.							
1.4 Organize school personnel, physical resources, and activities to accomplish needs, priorities, and objectives specified by school plans.							
1.5 Evaluate the program to assure its contribution to the school's mission and goals.							
1.6 Use information systems and technology.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
2: Developmental Guidance Curriculum							
2.1 Provide a safe, confidential setting in which students present their needs and concerns.							
2.2 Promote wellness.							
2.3 Respond to crises.							
2.4 Communicate empathy and understanding.							
2.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.							
2.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).							
2.7 Intervene in problem/conflict situations and conduct follow-up sessions.							
2.8 Respect and nurture the uniqueness of each student.							
2.9 Mediate classroom and student conflict.							
2.10 Empower students to develop and use their resources.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
3: Individual/Small Group Counseling							
3.1 Provide a safe, confidential setting in which students present their needs and concerns.							
3.2 Promote wellness.							
3.3 Respond to crises.							
3.4 Communicate empathy and understanding.							
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.							
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).							
3.7 Intervene in problem/conflict situations and conduct follow-up sessions.							
3.8 Respect and nurture the uniqueness of each student.							
3.9 Mediate classroom and student conflict.							
3.10 Empower students to develop and use their resources.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
4: Consultation/Collaboration							
4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.							
4.2 Interpret relevant information concerning the developmental needs of students.							
4.3 Reduce barriers to student learning through direct referred services.							
4.4 Facilitate new student integration into the school environment.							
4.5 Work with teachers to provide support for students in a crisis situation.							
4.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.							
4.7 Facilitate successful communication between and among teachers, parents, teacher and students.							
4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.							
4.9 Consult with external community and professional resources.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
5: Coordination							
5.1 Coordinate with schools and community personnel, including school councils, to provide resources for students.							
5.2 Use and effective referral process for assisting students and others to use special programs and services.							
5.3 Identify community agencies for referral of students.							
5.4 Maintain cooperative working relationships with community resources.							
5.5 Facilitate successful transition from one level of education to the next (i.e. elementary to middle).							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
6: Assessment							
6.1 Participate in the planning and evaluation of the district/school testing program.							
6.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments, and learning styles.							
6.3 Collaborate with staff concerning assessment of special needs students.							
6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.							
6.5 Coordinate student records to ensure the confidentiality of assessment data.							
6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
7: Adheres to Professional Standards							
7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.							
7.2 Adhere to federal/state laws and regulations related to education and child protection.							
7.3 Be responsible for the on-going professional development.							
7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.							
7.5 Be knowledgeable of the position statements of the American School Counselor Association.							
7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
8: Collaborates With Colleagues/Parents/Others							
8.1 Build positive relationships within and between school and community.							
8.2 Promote leadership potential in colleagues.							
8.3 Participate in professional organizations and activities.							
8.4 Write and speak effectively.							
8.5 Guides the development of curriculum and instructional materials.							
8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.							
8.7 Initiates and develops educational projects and programs.							
8.8 Practice effective listening, conflict resolution and group-facilitation skills as a team member.							
8.9 Present program in manner that reflects sensitivity to a multicultural and global perspective.							
8.10 Write for publication, present at conferences and provide professional development.							
8.11 Work with colleagues to administer an effective learning climate within the school.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
9: Engages in Professional Development							
9.1 Establish priorities for professional growth.							
9.2 Analyze student performance to help identify professional development needs.							
9.3 Solicit input from others in the creation of individual professional development plans.							
9.4 Implement knowledge and skills acquired through on-going professional development.							
9.5 Modify own professional development plan to improve performance and to promote student learning.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
10: Technology							
10.1 Technology resources effectively within the school community.							
10.2 Emerging technologies (including computers, scanners, digital cameras, and video cameras) to increase student achievement and personal productivity.							
10.3 Appropriate assistive technology for students with special needs.							
10.4 technology for individual, small group and large group instruction.							
10.5 Computers for communication, record keeping, and document processing.							
10.6 Computers and other technologies in a legal and ethical manner.							
Overall Rating of Standard							

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
11: Demonstrates Effective Interpersonal Relationships							
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 communities.							
11.4 Demonstrates adherence to certified personnel code of ethics.							
11.5 Maintains good attendance and punctuality.							
11.6 Dresses in an appropriate and professional manner.							
11.7 Contributes willingly to school committees and work groups.							
11.8 Demonstrates poise and emotional stability in performance of duties.							
Overall Rating of Standard							

Notes Regarding Overall Standard Ratings

*If any one indicator is marked as “Does Not Meet”, the overall rating of the standard cannot exceed “Growth Needed”.

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

1 st Observation Date:	
Evaluation Comments	Counselor Comments
Evaluator Signature and Date Signed	Counselor Signature and Date Signed
<i>Counselor signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	

2 nd Observation Date:	
Evaluation Comments	Counselor Comments
Evaluator Signature and Date Signed	Counselor Signature and Date Signed
<i>Counselor signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	



EVALUATION FORMS FOR ADMINISTRATORS

STANDARD/PERFORMANCE CRITERIA FOR ADMINISTRATORS

1: Vision
1.1 Collaboratively develop and implement a shared vision and mission
1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
1.3 Create and implement plans to achieve goals
1.4 Promote continuous and sustainable improvement
1.5 Monitor and evaluate progress and revise plans

2: School/District Culture and Learning
2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations
2.2 Create a comprehensive, rigorous, and coherent curricular program
2.3 Students and staff feel valued and important
2.4 Supervise instruction
2.5 Develop assessment and accountability systems to monitor student progress

3: Management
3.1 Monitor and evaluate the management and operational systems
3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
3.3 Promote and protect the welfare and safety of students and staff
3.4 Ensure teacher and organizational time is focused to support quality instruction and student learning.
3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning.

4: Collaboration
4.1 Collect and analyze data and information pertinent to the educational environment
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
4.3 Build and sustain positive relationships with families and caregivers
4.4 Build and sustain productive relationships with community partners
4.1 Collect and analyze data and information pertinent to the educational environment

5: Integrity, Fairness, Ethics
5.1 Ensure a system of accountability for every student's academic and social success
5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior
5.3 Safeguard the values of democracy, equity, and diversity
5.4 Consider and evaluate the potential moral and legal consequences of decision-making
5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling

6: Political, Economic, Legal
6.1 Advocate for children, families, and caregivers
6.2 Act to influence local, district, state, and national decisions affecting student learning
6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

7: Interpersonal Relationships
7.1 Demonstrates positive interpersonal relationships with students.
7.2 Demonstrates positive interpersonal relationships with educational staff.
7.3 Demonstrates positive interpersonal relationships with parents and communities.
7.4 Demonstrates adherence to certified personnel code of ethics.
7.5 Maintains good attendance and punctuality.
7.6 Dresses in an appropriate and professional manner.
7.7 Contributes willingly to school committees and work groups.
7.8 Demonstrates poise and emotional stability in performance of duties.

**INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR
ADMINISTRATORS**

Name: _____

Date: _____

Subject Area/Assignment: _____

Grade: _____

A plan of action mutually agreed upon by the staff member and immediate supervisor. The plan, along with a method of assessing successful completion, should be aligned with specific goals and objectives of the School Improvement Plan or the district wide Professional Development Plan. The intent of the plan is, through cooperative planning, to provide assistance to the staff member in becoming a more proficient educator. The plan should include areas identified as growth needed during the previous year's assessment process and could also include enrichment activities which allow the staff member to focus on areas of choice for professional growth. Plan is to be reviewed and updated annually.

Growth area goals: List two specific objectives for the current school year

Present state of development: Awareness _____ Preparation _____
Implementation _____ Refinement _____

Indicate action steps: Identify task or activities to be carried out to achieve objectives.

Evaluation: Indicate when and how objectives will be measured.

Evaluator Signature: _____ Date: _____

Evaluatee Signature: _____ Date: _____

Note: signatures verify that this growth plan is mutually agreed upon by both parties. This plan shall be aligned with specific goals and objectives of the school's/district's Consolidated Plan and shall be reviewed annually.

FORMATIVE CONFERENCING FORM FOR ADMINISTRATORS

Evaluatee/Observee _____ Position _____
 Evaluator/Observer _____ Position _____
 Date of Conference (Analyses) _____ School/Worksite _____

Standards/Performance Criteria

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.	(*More than one (1) rating can be checked)			Comments
	Meets	Growth Needed	Does Not Meet	
	1.1 Collaboratively develop and implement a shared vision and mission			
1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1.3 Create and implement plans to achieve goals				
1.4 Promote continuous and sustainable improvement				
1.5 Monitor and evaluate progress and revise plans				
Overall Rating for Formative Evaluation Form				

2: School/District 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.	(*More than one (1) rating can be checked)			Comments
	Meets	Growth Needed	Does Not Meet	
	2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations			
2.2 Create a comprehensive, rigorous, and coherent curricular program				
2.3 Students and staff feel valued and important				
2.4 Supervise instruction				
2.5 Develop assessment and accountability systems to monitor student progress				
2.6 Develop the instructional and leadership capacity of staff				
2.7 Maximize time spent on quality instruction				
2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning				
2.9 Monitor and evaluate the impact of the instructional program				
Overall Rating for Formative Evaluation Form				

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.				Comments
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
3.1 Monitor and evaluate the management and operational systems				
3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3.3 Promote and protect the welfare and safety of students and staff				
3.4 Ensure teacher and organizational time is focused to support quality instruction and student learning				
3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning				
Overall Rating for Formative Evaluation Form				

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.				Comments
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
4.1 Collect and analyze data and information pertinent to the educational environment				
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4.3 Build and sustain positive relationships with families and caregivers				
4.4 Build and sustain productive relationships with community partners				
Overall Rating for Formative Evaluation Form				

5: Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Performance/Product/Portfolio Ratings			Comments
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
5.1 Ensure a system of accountability for every student's academic and social success				
5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5.3 Safeguard the values of democracy, equity, and diversity				
5.4 Consider and evaluate the potential moral and legal consequences of decision-making				
5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling				
Overall Rating for Formative Evaluation Form				

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.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
6.1 Advocate for children, families, and caregivers				
6.2 Act to influence local, district, state, and national decisions affecting student learning				
6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Overall Rating for Formative Evaluation Form				

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
7: Demonstrates Effective Interpersonal Relationships							
7.1 Demonstrates positive interpersonal relationships with students.							
7.2 Demonstrates positive interpersonal relationships with educational staff.							
7.3 Demonstrates positive interpersonal relationships with parents and communities.							
7.4 Demonstrates adherence to certified personnel code of ethics.							
7.5 Maintains good attendance and punctuality.							
7.6 Dresses in an appropriate and professional manner.							
7.7 Contributes willingly to school committees and work groups.							
7.8 Demonstrates poise and emotional stability in performance of duties.							
Overall Rating of Standard							

*This column provides for more than one 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.

1 st Observation Date:	
Evaluation Comments	Evaluatee Comments
Evaluator Signature and Date Signed	Evaluatee Signature and Date Signed
<i>Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	

2 nd Observation Date:	
Evaluation Comments	Evaluatee Comments
Evaluator Signature and Date Signed	Evaluatee Signature and Date Signed
<i>Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.</i>	

SUMMATIVE CONFERENCING FORM FOR ADMINISTRATORS

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator’s professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria

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.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1.1 Collaboratively develop and implement a shared vision and mission				
1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1.3 Create and implement plans to achieve goals				
1.4 Promote continuous and sustainable improvement				
1.5 Monitor and evaluate progress and revise plans				
Overall Rating for Summative Evaluation Form				

2: School/District 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.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2.2 Create a comprehensive, rigorous, and coherent curricular program				
2.3 students and staff feel valued and important				
2.4 Supervise instruction				
2.5 Develop assessment and accountability systems to monitor student progress				
2.6 Develop the instructional and leadership capacity of staff				
2.7 Maximize time spent on quality instruction				
2.8 Promote the use of the most effective and appropriate technologies to support teaching and learning				
2.9 Monitor and evaluate the impact of the instructional program				
Overall Rating for Summative Evaluation Form				

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.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
3.1 Monitor and evaluate the management and operational systems				
3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3.3 Promote and protect the welfare and safety of students and staff				
3.4 Ensure teacher and organizational time is focused to support quality instruction and student learning				
3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning				
Overall Rating for Summative Evaluation Form				

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.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
4.1 Collect and analyze data and information pertinent to the educational environment				
4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4.3 Build and sustain positive relationships with families and caregivers				
4.4 Build and sustain productive relationships with community partners				
Overall Rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
5.1 Ensure a system of accountability for every student's academic and social success				
5.2 Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5.3 Safeguard the values of democracy, equity, and diversity				
5.4 Consider and evaluate the potential moral and legal consequences of decision-making				
5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling				
Overall Rating for Summative Evaluation Form				

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.	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
6.1 Advocate for children, families, and caregivers				
6.2 Act to influence local, district, state, and national decisions affecting student learning				
6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Overall Rating for Summative Evaluation Form				

Standard/Performance Criteria	Performance/Product/Portfolio Ratings						Professional Growth Activities Suggestions
	Meets		Growth Needed		Does Not Meet		
	Observation 1 st	2 nd	Observation 1 st	2 nd	Observation 1 st	2 nd	
7: Demonstrates Effective Interpersonal Relationships							
7.1 Demonstrates positive interpersonal relationships with students.							
7.2 Demonstrates positive interpersonal relationships with educational staff.							
7.3 Demonstrates positive interpersonal relationships with parents and communities.							
7.4 Demonstrates adherence to certified personnel code of ethics.							
7.5 Maintains good attendance and punctuality.							
7.6 Dresses in an appropriate and professional manner.							
7.7 Contributes willingly to school committees and work groups.							
7.8 Demonstrates poise and emotional stability in performance of duties.							
Overall Rating of Standard							

*This column provides for more than one 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.



INDIVIDUAL CORRECTIVE ACTION PLAN INSTRUCTIONS AND FORM

INDIVIDUAL CORRECTIVE ACTION PLAN

Certified employees who violate the Professional Code of Ethics, Administration Code for Kentucky's Educational Assessment Program, receive two or more unsatisfactory formative evaluations, or receive a "does not meet" rating on the summative evaluation will work with their evaluator on developing an individual corrective action plan. The evaluator and evaluatee ***must*** identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of performance. It is the evaluator's responsibility to ***document*** all actions taken to assist the evaluatee in improving his/her performance. If appropriate, the evaluator and evaluatee can determine an assistance team to help the evaluatee achieve desired objectives. If consensus cannot be reached on composition of the assistance team, the evaluator will make final determination of team members.

Specify Corrective Action

Identify the specific standard(s) and performance criteria from the Summative Evaluation Form or identify a specific violation of the Code of Ethics, Administration Code, Board Policy or Procedure.

Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee's level)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

Growth/Objective Goal(s)

Growth objectives and goals must address the specific standards(s) and performance criteria or violation of codes. The evaluatee and evaluator work together closely to correct the identified weakness (es.)

Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance.

Include support personnel, when appropriate.

Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee.

(Evaluators must follow the local district professional growth and evaluation plan processes, and procedures for implementing an Individual Corrective Action Plan.)

INDIVIDUAL CORRECTIVE ACTION PLAN

For: _____

Date _____ **Work Site** _____

Standard/ Performance Criterion Number(s)	Present PG Stage:	Growth Objective/ Goals	Activities and Procedures for Achieving Objectives (Include Assistance Team)	Target Dates
			(attach additional pages if necessary)	

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:		Status: Achieved _____ Continued _____	
_____	_____	_____	_____
(Evaluatee's Signature)	(Date)	(Evaluatee's Signature)	(Date)
_____	_____	_____	_____
(Evaluator's Signature)	(Date)	(Evaluator's Signature)	(Date)

Professional Growth Plan Stages:

O = Orientation/Awareness A = Application/Preparation I = Implementation R = Refinement

ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1st Assistance Team Meeting				
2nd Assistance Team Meeting				
3rd Assistance Team Meeting				
4th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor _____

Team Members: _____

Professional Growth Plan Stages:

O = Orientation/Awareness A = Application Preparation I = Implementation R = Refinement

ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher _____

Date of Meeting _____

Persons Present

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting _____

Professional Growth Plan Stages:

O = Orientation/Awareness A = Application/Preparation I = Implementation R = Refinement



APPEALS HEARING PROCESS

APPEALS/HEARINGS PROCESS

PURPOSE

An Appeals Panel shall be established in accordance with the KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel. The parties will exchange copies of documentation **within three (3) working days prior to the scheduled hearing date**. The members of the Appeals Panel will be the only persons to review the documentation. All documentations will be **kept** secure except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by the Panel members during the hearing.

The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.

Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

The hearing will be audio taped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

HEARINGS

The following procedures will be implemented during the hearings:

The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.

Each party will be allowed to make a statement of claim; the evaluatee will begin.

The evaluatee may present relevant evidence in support of the appeal.

The evaluator may present evidence in support of the summative evaluation.

The Panel may question the evaluatee and evaluator.

The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when materials were not exchanged between the parties as provided in this procedure.

Each party (evaluator and evaluatee) will be asked to make closing remarks.

The chairperson of the Panel will make closing remarks.

The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

Upholding all parts of the original evaluation

Voiding the original evaluation or parts of it.

Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.

The Superintendent may take appropriate action consistent with the Panel's decision.

The Panel's decision and the original summative evaluation from shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

CERTIFIED PERSONNEL APPEALS FORM

TO: Certified Personnel Appeals Panel

FROM: _____

Name

Employee Number

School or Worksite

I hereby appeal the summative growth assessment of my professional performance for the 20__-20__ school year.

My Assessor was _____

S/he reviewed my summative growth assessment with me on _____

I have filed a formal appeal of the assessment of my performance by my immediate supervisor, _____, which was conducted during the _____ school year. I understand that in order for the Appeals Panel to review my case, it will be necessary for them to have access to all forms, correspondence, anecdotal records, or other information in my file, which is related to my performance. I hereby grant the Clark County Public Schools Certified Employee Appeals Panel members access to all information in my personnel file pertinent to the assessment of my professional performance.

In the space below (and on additional sheets, if necessary) I have explained what I feel was unfair about the substance or procedures concerning my growth assessment.

Signature

Date

COPIES TO

Assessor: _____

Assessee: _____