

Clark County Schools

Certified Personnel Evaluation Plan

Policies and Procedures

Revised June 2007

Clark County Schools
1600 W. Lexington Avenue
Winchester, KY 40391

Dr. Ed Musgrove
Superintendent

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INTRODUCTION

Nothing is more important for the future of our youth than the educational process. The Clark County Public Schools believes quality instruction and exemplary leadership are keystones to student success. To ensure professional performance and continuous growth, a team of district teachers and principals have developed a quality evaluation process that meet both district expectations and state requirements.

The primary objective of the Evaluation Plan is to improve instruction. Hence, the plan concentrates on giving assistance and encouragement to the professional staff to enhance their performance and contribute to student success.

The team is to be commended for their efforts in producing a program that allows subordinates and supervisors opportunity to plan together, observe, confer and identify growth strategies. As educators we recognize the need to be lifelong learners. It is our responsibility to model learning behaviors every day. The professional growth evaluation plan fosters performance recognition that delivers quality education to our students. Let us accept this program as a positive challenge for enhancing our daily effectiveness in meeting the educational needs of our students.

Dr. Ed Musgrove
Superintendent

CERTIFIED PERSONNEL EVALUATION PLAN

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

Dr. Ed Musgrove
Superintendent

Paul Christy / Pat Rosenthal
Director of Operations / Assistant Superintendent
Evaluation Contact Persons

Evaluation Plan Development Committee Members:

Lydia Kohler	Teacher
Lana Swartz	Teacher
Kathy Miller	Teacher
Mark Rose	Teacher
James Case	Teacher
Tony Mann	Teacher
Andy Biggers	Principal
Angela Taylor	Principal
Gordon Parido	Principal
Barbara Disney	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 Best Practice Walkthroughs, 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, martial 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 May 21, 2007.

Superintendent

Date

Chairman of the Board of Education

Date

CERTIFIED PERSONNEL EVALUATIONS

POLICY AND PURPOSES

Each certified employee of the Clark County School System shall be evaluated. The purposes of the evaluation system shall be:

- (1) To improve instruction
- (2) To provide a measure of performance accountability to citizens
- (3) To provide encouragement and incentives for certified employees to improve their performance
- (4) To support individual personnel decisions

All certified school employees shall be provided an opportunity for a review of their evaluation.

EVALUATION PROCESS

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 the certified school employee shall be designated the primary evaluator. 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.

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.
- (6) Best practice walkthrough observations may occur throughout the school year.

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.

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.

A copy of the evaluation shall be provided to the evaluatee and that person shall have an opportunity for a written response to be placed in their evaluation folder.

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.

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.

V. 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.

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

Evaluates	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 (*) A.D. Instruction Principal	 G G E E F D
Principal Assistant Principal Administrative Director of Instruction Coordinator of Federal Program Director of Pupil Personnel Administrative Director Director of Special Services Psychologist, Psychometrist Superintendent	Superintendent Principal Superintendent Superintendent Superintendent Superintendent Superintendent Director of Special Education Board of Education	D, E, F, G B, D, F, G B, D, E, F, G B, D, E, G B, E, F, G B, D, E, F, 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

(*) 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.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR CLARK COUNTY TEACHERS

I. Instructional Process The Teacher

A. *Designs/Plans Instruction*

1. Participates in the development of curriculum and instructional materials in order to focus instruction on Kentucky's goals and academic expectations.
2. Incorporates content from previous levels to promote continuity.
3. Focuses unit on multiple levels of complexity to accommodate all levels of performance.
4. Incorporates strategies that address cultural diversity and individual differences.
5. Includes supplementary material in lesson.
6. Designs lesson plans that reflect academic expectations and best instructional practices.
7. Develops instruction that requires students to apply knowledge, skills and thinking processes.

B. Demonstrates knowledge of curriculum and subject matter

1. Presents subject matter that is appropriate for the objectives and abilities of the students.
2. Demonstrates and communicates sufficient content knowledge to address student inquiries.

C. Implements/Provides Instruction

1. Communicates Kentucky's learning goals and academic expectations.
2. Encourages the students to link the content to real-life experiences.
3. Uses appropriate questioning strategies to stimulate higher-order thinking skills and inquiry.
4. Models skills and concepts to be learned.
5. Guides the learner to demonstrate responsibility and individuality.
6. Provides opportunities for students to practice and use what is learned.
7. Integrates content across disciplines.

D. Assesses Instruction

1. Uses a variety of assessment techniques to evaluate learning.
2. Uses a scoring guide when appropriate.
3. Makes adjustment in assessment to address diversity
4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
5. Stimulates students to reflect on their own ideas and those of others.
6. Collects and analyzes data and maintains up-to-date records of student progress.
7. Assesses and analyzes the effectiveness of instruction and makes changes when necessary.

II. Classroom Management

The Teacher

A. Organizes classroom environment to promote learning

1. Establishes and applies classroom procedures which are fair, flexible and appropriate.
2. Communicates classroom procedures clearly.
3. Maintains the classroom in a functional, attractive and orderly manner.
4. Makes efficient use of physical and human resources and time.

B. Manages student behavior in an appropriate manner

1. Uses classroom management techniques that foster self-control and self-discipline.
2. Reinforces appropriate behavior.
3. Manages discipline problems in accordance with school/district policies and legal requirements.

III Interpersonal Communication

The Teacher

A. Communicates clearly through correct grammar, pronunciation and writing with students, colleagues, parents and community

B. With Students

1. Communicates with students in a positive and supportive manner.
2. Encourages and supports individual and group inquiry.
3. Promotes student willingness to receive and accept positive and negative feedback.
4. Identifies misconceptions and provides students with guidance.
5. Promotes high expectations for students.

C. With Colleagues

1. Interacts with co-workers in a friendly, respectful manner.
2. Identifies situations where working collaboratively will enhance learning.
3. Shares ideas, methods and materials with other teachers.
4. Practices effective listening, conflict resolution and group facilitation skills as a team member.

D. With Parents

1. Cooperates with the parent in the best interest of the student.
2. Initiates channels of communication between parent and teacher.
3. Provides a climate that fosters communication between teacher and parent.

E. With Community

1. Communicates in a positive manner with the community.
2. Promotes community involvement in the school.
3. Uses a variety of school and community resources to support learning.

IV. Professionalism

The Teacher

A. Meets Job Requirements

1. Performs duties and responsibilities as outlined in the job description including regular attendance and punctuality.
2. Assumes necessary non-instructional responsibilities and extracurricular activities.
3. Applies to instruction the knowledge, skills and processes acquired through professional development.
4. Participates in policy design through school council committees.
5. Works cooperatively to develop and implement a professional growth plan.
6. Communicates expectations, criteria for assessment, student progress and student strengths and weakness to parents and students.

B. Ethical Responsibilities

1. Maintains appropriate confidentiality and discretion regarding students and colleagues.
2. Utilizes proper channels when following grievance procedures.
3. Adheres to the state professional Code of Ethics.

V. Technology The Teacher

A. Uses Technology to Enhance Instruction

1. Operates a multimedia computer and appropriate software.
2. Uses technology for individual, small group and large group instruction.
3. Demonstrates knowledge of technology in business, industry and society.
4. Uses terminology related to computers and technology appropriately in written and verbal communication.
5. Uses computer and software to create multimedia presentations using scanners, digital cameras and video cameras.
6. Uses emerging technologies of audio/video conferencing and distance learning to support instruction.
7. Uses appropriate assistive and adaptive technology for students with special needs.
8. Design lessons and uses research based instructional practices in using technology to address diverse learning styles.
9. Instructs and supervises students in legal and ethical use of computers and technology.

B. Uses Technology to Improve Personal Productivity

1. Explores uses and evaluates technology resources in educational settings.
2. Uses the computer to do word processing, record keeping, research (Internet) and for communication (electronic mail).
3. Practices ethical and legal use of computers and technology in professional activities.

PRE-OBSERVATION FORM

Lesson Plan Format			
Name _____	Date _____		
Subject _____	# of Students _____		
# Of Students with Special Needs _____	IEP _____	504 _____	
This is lesson _____ in a series of _____ days.			
Core Content Addressed _____			
Program of Studies Addressed _____			
Time Beginning _____		Time Ending _____	
Special Circumstances:			

Objective / Essential Question: *(what I want the students to know and be able to do)*

Immediate Expectations: *(Bell Ringer, Transition, Other)*

Building on Prior Knowledge *(Anticipatory Set) How am I going to “hook” the students into the lesson? E.g. K-W-L, Anticipation Guide, Journal, Brain Teaser, Graphic Organizer, Essential Questions*

PRE-OBSERVATION FORM

Teach the Content *How can I “chunk” the material for students to meet the objective? E.g. Lecture, silent read and question, note taking, graphic organizer, vocabulary strategies, modeling*

Practice the Content (Guided Practice) *How will I allow students time to reflect on what has been taught while teaching the content? E.g. Think/Pair/Share, journal, clock buddies, hands-on task, cooperative learning, research, simulation, role play, graphic organizers*

Independent Practice *What will I provide for the students that allow them to demonstrate the knowledge of content independently?? E.g. Worksheet, open response question, manipulatives, graphic organizer, develop a song, portfolio piece (This should be the assessment)*

Closure *How will I review what has been taught and assess understanding of the objective? E.g. Oral Questions, exit slips, Q & A game: Jeopardy, Wheel of Fortune, and Who Wants To Be A Millionaire?*

FORMATIVE EVALUATION FORM CERTIFIED EMPLOYEE

Teacher _____
 Date of Observation _____
 Subject Area _____
 Grade _____
 Time Beginning _____
 Time Ending _____

1. _____ Teacher is making satisfactory progress toward demonstrating competent performance in all standards.
2. _____ Teacher is making satisfactory progress toward demonstrating competent performance in all standards except:

Comments _____

3. I have had a conference with the evaluator regarding this formative evaluation and I have received a copy of the evaluation.

 Evaluatee's Signature

 Evaluator's Signature

 Date

 Date

Opportunities for appeal processes at both the local and state levels are a part of the Clark County School District Evaluation Plan.

Certified employees must make their appeals to this summative evaluation with the time frames, mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

FORMATIVE EVALUATION

STANDARD I - INSTRUCTIONAL PROCESS

A.1 Participates in the development of curriculum and instructional materials in order to focus instruction on Kentucky's goals and academic expectations.	C.4 Models skills and concepts to be learned.
A.2 Incorporates content from previous levels to promote continuity.	C.5 Guides the learner to demonstrate responsibility and individuality.
A.3 Focuses unit on multiple levels of complexity to accommodate all levels of performance.	C.6 Provides opportunities for students to practice and use what is learned.
A.4 Incorporates strategies that address cultural diversity and individual differences.	C.7 Integrates content across disciplines
A.5 Includes supplementary material in lesson.	D.1 Uses a variety of assessment techniques to evaluate learning.
A.6 Designs lesson plans that reflect academic expectations and best instructional practices.	D.2 Uses a scoring guide when appropriate.
A.7 Develops instruction that requires students to apply knowledge, skills and thinking processes.	D.3 Makes adjustment in assessment to address diversity
B.1 Presents subject matter that is appropriate for the objectives and abilities of the students.	D.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
B.2 Demonstrates and communicates sufficient content knowledge to address student inquiries.	D.5 Stimulates students to reflect on their own ideas and those of others.
C.1 Communicates Kentucky's learning goals and academic expectations.	D.6 Collects and analyzes data and maintains up-to-date records of student progress.
C.2 Encourages the students to link the content to real-life experiences.	D.7 Assesses and analyzes the effectiveness of instruction and makes changes when necessary
C.3 Uses appropriate questioning strategies to stimulate higher-order thinking skills and inquiry.	

Comments:

STANDARD II – CLASSROOM MANAGEMENT

A.1 Establishes and applies classroom procedures which are fair, flexible and appropriate.	B.1 Uses classroom management techniques that foster self-control and self-discipline.
A.2 Communicates classroom procedures clearly.	B.2 Reinforces appropriate behavior.
A.3 Maintains the classroom in a functional, attractive and orderly manner.	B.3 Manages discipline problems in accordance with school/district policies and legal requirements.
A.4 Makes efficient use of physical and human resources and time.	

Comments:

STANDARD III – INTERPERSONAL COMMUNICATIONS

A.1 Communicates clearly through correct grammar, pronunciation and writing with students, colleagues, parents and community	C.3 Shares ideas, methods and materials with other teachers.
B.1 Communicates with students in a positive and supportive manner.	C.4 Practices effective listening, conflict resolution and group facilitation skills as a team member.
B.2 Encourages and supports individual and group inquiry.	D.1 Cooperates with the parent in the best interest of the student.
B.3 Promotes student willingness to receive and accept positive and negative feedback.	D.2 Initiates channels of communication between parent and teacher.
B.4 Identifies misconceptions and provides students with guidance.	D.3 Provides a climate that fosters communication between teacher and parent.
B.5 Promotes high expectations for students.	E.1 Communicates in a positive manner with the community.
C.1 Interacts with co-workers in a friendly, respectful manner.	E.2 Promotes community involvement in the school.
C.2 Identifies situations where working collaboratively will enhance learning.	E.3 Uses a variety of school and community resources to support learning

Comments:

STANDARD IV – PROFESSIONALISM

A.1 Performs duties and responsibilities as outlined in the job description including regular attendance and punctuality.	A.5 Works cooperatively to develop and implement a professional growth plan.
A.2 Assumes necessary non-instructional responsibilities and extracurricular activities.	A.6 Communicates expectations, criteria for assessment, student progress and student strengths and weakness to parents and students.
A.3 Applies to instruction the knowledge, skills and processes acquired through professional development.	B.1 Maintains appropriate confidentiality and discretion regarding students and colleagues.
A.4 Participates in policy design through school council committees.	B.2 Utilizes proper channels when following grievance procedures.
	B.3. Adheres to the state professional Code of Ethics.

Comments:

STANDARD V – TECHNOLOGY

A.1 Operates a multimedia computer and appropriate software.	A.7 Uses appropriate assistive and adaptive technology for students with special needs.
A.2 Uses technology for individual, small group and large group instruction.	A.8 Design lessons and uses research based instructional practices in using technology to address diverse learning styles.
A.3 Demonstrates knowledge of technology in business, industry and society.	A.9 Instructs and supervises students in legal and ethical use of computers and technology.
A.4 Uses terminology related to computers and technology appropriately in written and verbal communication.	B.1 Explores uses and evaluates technology resources in educational settings.
A.5 Uses computer and software to create multimedia presentations using scanners, digital cameras and video cameras.	B.2 Uses the computer to do word processing, record keeping, research (Internet) and for communication (electronic mail).
A.6 Uses emerging technologies of audio/video conferencing and distance learning to support instruction.	B.3 Practices ethical and legal use of computers and technology in professional activities.

Comments:

Walk-Through Name	Template
	Gates walkthrough Revision 1
Category	Subject
<i>None</i>	9f.Preschool
Start Date	End Date
Tue Mar 06 2007 12:38 PM	
Grade Level	Subject
-Select Grade-	
Note:	
Page 1	
1. Teacher Engagement	
2. Classroom Activity	
3. Learning Activities <ul style="list-style-type: none"> • Textbook <input type="checkbox"/> • Paper/pencil <input type="checkbox"/> • Hands-on <input type="checkbox"/> • Technology <input type="checkbox"/> • Discussion <input type="checkbox"/> • Listening <input type="checkbox"/> 	
4. Curriculum/planning <ul style="list-style-type: none"> • Lesson plan up to date <input type="checkbox"/> • Lesson objective tied to Program of Studies <input type="checkbox"/> • Instructional materials available <input type="checkbox"/> 	
5. Grouping Arrangement	
Page 2	
1. Differentiation Levels	
2. Student Engagement <ul style="list-style-type: none"> • Students Engaged • Students not engaged 	
Page 3	
Page 4	
Page 5	
Page 6	

Teacher _____ Class/Team _____ Year _____ Topic _____

DATE - CHECK IF OBSERVED – BOTH INITIAL BOX BY DATE INCREASE DECREASE

INCREASE				DECREASE				
Instruction								
							Unit of Study, Essential Questions obvious	Not Visible
							Standards Up & Related to Content Taught	Not Visible
							Core Content Obvious	Not Visible
							Expectations, Learning Goals Communicated	Students Not Aware
							Previous Review, Ending Summary / APK	No Pre/Post Review, No APK
							Varied effective questioning techniques	Recall, choral response, no student discussion
							Assessment integral part of teaching	Assessment sole purpose for grades
							Rubrics/scoring guides evident	Not visible or grades/points only
							Evidence of technology in instruction	No evidence or limited evidence
Classroom Environment								
							Experiential, Inductive, Hands-on	Whole Class-Directed Instruction
							Active Student Participation	Passive Student Participation
							Emphasis on Higher Order Thinking	Worksheets, Handouts, Teacher Talk
							Student Responsible: choice, record, etc	Oral Read of Text, Student Listen Only
							Agenda, calendar, Assignment books used	Little use or no evidence
							Effective Mgt. of student behavior	Low rate/use of rules/consequences/ Rf.
							Positive approach to student behavior	Negative approach/use of sarcasm
							Student work evident	Not evident
							# Students Engaged/Total students	# Students not engaged
Reading/Literacy								
							Focus on vocabulary, use of word wall	Not evident, stagnant, look up wds. /write def.
							Use of signal words	Not evident
							Use of summarizing in reading materials	Silent or oral reading of content only
							Use of prediction in reading materials	No use of predictions skills
							Graphic Organizers evident	No use of graphic organizers
							Students know if mastered objective	No student realization of lesson objective
Math								
							Use of manipulatives	Rote practice
							Use of calculators, & instruction in use	No calculators evident
							Focus on conceptual development of math	Rote memorization of rules & formulas
							Student discussion of math	Single answers & single methods to answers
							Questioning, conjectures to find answers	Use of drill or worksheets
							Students writing using open responses	Teaching by telling – no student writing
							Problem solving approach to instruction	Teaching computation out of context
							Content integration	Stressing memorization
							Word problems with varied structures	Use cue words for operation & like problems
							Investigate & formulate ?'s from problems	Practice problems categorized by type
							Students drawing conclusions	Students rely on teacher/key for answers
							Students expected to justify answers	Students given answer and move on
							Connect math to other subjects & real life	Learning isolated skills & topics
							Thinking strategies for basic facts	Memorizing rules without understanding
							Actual use of measurements & concepts	Memorizing equivalencies between units
							Using geometry in problem solving	Memorizing geometric formulas
							Collection & organization of actual data	Data provided to solve given problem
							Using statistical methods to make decisions	Data manipulated as the only task assigned
							Initials of Observer	Initials of Teacher

COMMENTS/SCRIPT

Final Date/Signatures - Observer _____ / _____ Teacher _____ / _____

BEST PRACTICE WALKTHROUGH - LANGUAGE ARTS

Clark County Schools

June 2007

Teacher _____ **Class/Team** _____ **Year** _____ **Topic** _____

DATE – CHECK IF OBSERVED – BOTH INITIAL BOX BY DATE
INCREASE **DECREASE**

_	_	_	_	Instruction	_	_	_	_
				Unit of Study, Essential Questions obvious				Not Visible
				Standards Up & Related to Content Taught				Not Visible
				Core Content Obvious				Not Visible
				Expectations/LearningGoals/Communicated				Students Not Aware
				Previous Review, Ending Summary, APK				No Pre/Post Review, No APK
				Varied effective questioning techniques				Recall, choral response, no student discussion
				Assessment integral part of teaching				Assessment sole purpose for grades
				Rubrics/scoring guides evident				Not visible or grades/points only
				Evidence of technology in instruction				No evidence or limited evidence
Classroom Environment								
				Experiential, Inductive, Hands-on				Whole Class-Directed Instruction
				Active Student Participation				Passive Student Participation
				Emphasis on Higher Order Thinking				Worksheets, Handouts, Teacher Talk
				Student Responsible: choice, record, etc				Oral Read of Text, Student Listen Only
				Agenda, calendar, Assignment books used				Little use or no evidence
				Effective Mgt. of student behavior				Low rate/use of rules/consequences/ Rf.
				Positive approach to student behavior				Negative approach/use of sarcasm
				Student work evident				Not evident
				# Students Engaged/Total students				# Students not engaged
Reading/Literacy								
				Focus on vocabulary, use of word wall				Not evident, stagnant, look up words. /write def.
				Use of signal words				Not evident
				Use of summarizing in reading materials				Silent or oral reading of content only
				Use of prediction in reading materials				No use of predictions skills
				Graphic Organizers evident				No use of graphic organizers
				Students know if mastered lesson objective				No student realization of lesson objective
				Primary emphasis on comprehension				Primary focus on oral, phonics, word analysis
				Mixture of independent & reading aloud				Reading limited to round-robin, whole class
				Exposure to a wide, rich range of literature				Rely on selections in basal readers, class novels
				T-models & talks about own read process				T- keeps own reading habits private
				Structured help during reading, after-reading applications				Teaching reading as a single one step act – read then answer questions on a hand-out
				Social reading activities – literacy circles				Solitary seatwork
				Writing before & after reading				Little or no chance to write about what is read
Writing								
				Open Responses / On Demand writing				No evidence
				S ownership – S choose topics, T & S conference, S reviews own progress				T control of writing decisions – T choose topics, improve. suggestions, writing objectives., whole class
				Writing in class – real purpose, Inst. in all stages of writing (pre, draft, revising, edit)				Time spent on isolated drills, paragraphing, or sub-skills of writing
				T models all stages of writing (P, D, R, E) T shares own writing				T talk about writing but never writes or shares own writing
				Learning grammar, mechanics in context				Isolated grammar, mechanics lesson from text
				Writing for real audiences, publishing				Assignments read only by teacher
				Supportive class – active exchange, value in S ideas, small groups, peer critiques				S viewed as lacking knowledge, S compete as individuals, work with fellow S not encouraged
				S responsible for improvements can use rubric to critique own work & others				T use grades not related to scoring rubric, T responsible for viewing work & evaluating
				Initials of Observer				Initials of Teacher

COMMENTS/SCRIPT

Final Date/Signatures – Observer _____ / _____ **Teacher** _____ / _____

Teacher _____ Class/Team _____ Year _____ Topic _____

DATE - CHECK IF OBSERVED – BOTH INITIAL BOX BY DATE

INCREASE

DECREASE

Instruction																			
									Unit of Study, Essential Questions obvious										Not Visible
									Standards Up & Related to Content Taught										Not Visible
									Core Content Obvious										Not Visible
									Expectations/Learning Goals/Communicated										Students Not Aware
									Previous Review, Ending Summary, APK										No Pre/Post Review, No APK
									Varied effective questioning techniques										Recall, choral response, no student discussion
									Assessment integral part of teaching										Assessment sole purpose for grades
									Rubrics/scoring guides evident										Not visible or grades/points only
									Evidence of technology in instruction										No evidence or limited evidence
Classroom Environment																			
									Experiential, Inductive, Hands-on										Whole Class-Directed Instruction
									Active Student Participation										Passive Student Participation
									Emphasis on Higher Order Thinking										Worksheets, Handouts, Teacher Talk
									Student Responsible: choice, record, etc										Oral Read of Text, Student Listen Only
									Agenda, calendar, Assignment books used										Little use or no evidence
									Effective Mgt. of student behavior										Low rate/use of rules/consequences/ reinforcers
									Positive approach to student behavior										Negative approach/use of sarcasm
									Student work evident										Not evident
									# Students Engaged/Total students										# Students not engaged
Reading/Literacy																			
									Focus on vocabulary, use of word wall										Not evident, stagnant, look up words . /write def.
									Use of signal words										Not evident
									Use of summarizing in reading materials										Silent or oral reading of content only
									Use of prediction in reading materials										No use of predictions skills
									Graphic Organizers Evident										No use of graphic organizers
									Students know if mastered lesson objective										No student realization of lesson objective
Science																			
									In-depth study of fewer thematic topics										Superficial coverage of many topics listed
									Focus on concepts phenomena & explanations										Memorizing vocabulary, fact explain w/o connections to broader concepts
									Students writing Open Responses										No evidence of students writing in science
									Integration of math & other subjects										Activities based on texts, lectures, and quizzes
									Facilitating student investigations and the scientific method, focus on student curiosity										Teacher talk and is the only demonstrated expert in science matters
									Hands on: students identify real questions and phenomena										Instruction based mainly on lecture and information giving
									Hands on: observation activity designed by student aimed at real discovery										Dependence on textbooks and lock-step patterns of instruction
									Hands on: student developed hypothesis to explain data										Cookbook labs in which students follow steps without purpose or questioning
									Hands on: student investigation prior to information provided										Questions, concepts, and answers provided by the teacher
									Hands on: student application to further issues or additional scientific discovery										No belief that students have prior knowledge or investigative abilities
									?&Prob. Solving: skeptical, willing to ? common beliefs and practices, accept ambiguity of data										Science approached as a body of known knowledge with answers and information already known
									Initials of Observer										Initials of Teacher

COMMENTS/SCRIPT

Final Date/Signatures – Observer _____ / _____ Teacher _____ / _____

Teacher _____ Class/Team _____ Year _____ Topic _____

DATE - CHECK IF OBSERVED – BOTH INITIAL BOX BY DATE INCREASE DECREASE

INCREASE				DECREASE			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unit of Study, Essential Questions obvious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Standards Up & Related to Content Taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Core Content Obvious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expectations, Learning Goals Communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Previous Review, Ending Summary, APK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Varied effective questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rubrics/scoring guides evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of technology in instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Experiential, Inductive, Hands-on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active Student Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emphasis on Higher Order Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student Responsible: choice, record, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agenda, calendar, Assignment books used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	# Students Engaged/Total students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading/Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Focus on vocabulary, use of word wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of signal words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of summarizing in reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of prediction in reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students know if mastered objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students writing Open Responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In depth study of topics, student discovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student inquiry about significant human issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student decision making & participation in wider social, political, economic affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participation in interactive and cooperative study processes that bring students together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integration of social studies to other subjects and connections to real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of global connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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BEST PRACTICE WALKTHROUGH - THE ARTS (Art, Music, Dance, Drama)

Teacher _____ Class/Team _____ Year _____ Topic _____

DATE – CHECK IF OBSERVED – BOTH INITIAL BOX BY DATE

INCREASE

DECREASE

Instruction							
			Unit of Study, Essential Questions obvious				Not Visible
			Standards Up & Related to Content Taught				Not Visible
			Core Content Obvious				Not Visible
			Expectations/LearningGoals/Communicated				Students Not Aware
			Previous Review, Ending Summary, APK				No Pre/Post Review, No APK
			Varied effective questioning techniques				Recall, choral response, no student discussion
			Assessment integral part of teaching				Assessment sole purpose for grades
			Rubrics/scoring guides evident				Not visible or grades/points only
			Evidence of technology in instruction				No evidence or limited evidence
Classroom Environment							
			Experiential, Inductive, Hands-on				Whole Class-Directed Instruction
			Active Student Participation				Passive Student Participation
			Emphasis on Higher Order Thinking				Worksheets, Handouts, Teacher Talk
			Student Responsible: choice, record, etc				Oral Read of Text, Student Listen Only
			Agenda, calendar, Assignment books used				Little use or no evidence
			Effective Mgt. of student behavior				Low rate/use of rules/consequences/ Rf.
			Positive approach to student behavior				Negative approach/use of sarcasm
			Student work evident				Not evident
			# Students Engaged/Total students				# Students not engaged
Reading/Literacy							
			Focus on vocabulary, use of word wall				Not evident, stagnant, look up words. /write def.
			Use of signal words				Not evident
			Use of summarizing in reading materials				Silent or oral reading of content only
			Use of prediction in reading materials				No use of predictions skills
			Graphic Organizers evident				No use of graphic organizers
			Students know if mastered lesson objective				No student realization of lesson objective
The Arts							
			Making - more doing of art, music, dance and drama				Studying other peoples art, music, dance, or drama
			Student originality, choice,& responsibility for own work				Projects that require students to create identical products or mimic a model
			Stress on the process of creation, the stages of careful craftsmanship				Concern with final products and displays that smothers learning about the process
			Arts as an element of talent development for all students				Arts as an arena for competition, screening, & awards, prizes for a few
			Students writing Arts / Open Responses				No evidence of student writing about the arts
			Exploration of a whole array of art forms different periods, cultures & ethnic groups				Exclusive focus on Western, high culture elite art forms – often disconnected
			Support for student's quest to find own personal media, style, & taste				Cursory dabbling in many art forms without support for a drive toward mastery in one
			Class intensity , need to use every minute				Lack of intensity in class
			Using arts as a tool for learning & thinking				Arts as a body of content to be memorized
			Artists in schools performing as partners in interdisciplinary work				One-shot, disconnected appearances by artists
			Extended relationship with artist & art organizations				Solitary work by arts teachers in single classes
			Initials of Observer				Initials of Teacher

COMMENTS/SCRIPT

Final Date/Signatures – Observer _____ / _____ Teacher _____ / _____

BEST PRACTICE WALKTHROUGH - PRACTICAL LIVING/VOCATIONAL STUDIES

Teacher _____ Class/Team _____ Year _____ Topic _____

DATE – CHECK IF OBSERVED – BOTH INITIAL BOX BY DATE

INCREASE

DECREASE

Instruction							
			Unit of Study, Essential Questions obvious				Not Visible
			Standards Up & Related to Content Taught				Not Visible
			Core Content Obvious				Not Visible
			Expectations/Learning Goals/Communicated				Students Not Aware
			Previous Review, Ending Summary, APK				No Pre/Post Review, No APK
			Varied effective questioning techniques				Recall, choral response, no student discussion
			Assessment integral part of teaching				Assessment sole purpose for grades
			Rubrics/scoring guides evident				Not visible or grades/points only
			Evidence of technology in instruction				No evidence or limited evidence
Classroom Environment							
			Experiential, Inductive, Hands-on				Whole Class-Directed Instruction
			Active Student Participation				Passive Student Participation
			Emphasis on Higher Order Thinking				Worksheets, Handouts, Teacher Talk
			Student Responsible: choice, record, etc				Oral Read of Text, Student Listen Only
			Agenda, calendar, Assignment books used				Little use or no evidence
			Effective Mgt. of student behavior				Low rate/use of rules/consequences/ Rf.
			Positive approach to student behavior				Negative approach/use of sarcasm
			Student work evident				Not evident
			# Students Engaged/Total students				# Students not engaged
Reading/Literacy							
			Focus on vocabulary, use of word wall				Not evident, stagnant, look up words./write def.
			Use of signal words				Not evident
			Use of summarizing in reading materials				Silent or oral reading of content only
			Use of prediction in reading materials				No use of predictions skills
			Graphic Organizers evident				No use of Graphic Organizers
			Students know if mastered lesson objective				No student realization of lesson objective
Practical Living/Vocational Studies							
			Students writing open responses				Not evident
			In depth study of related concepts (consumerism, health habits, finance mgt. job & career, etc.				Cursory coverage of topics
			Student inquiry with real life projects				Use of textbooks, fact sheets & memorization
			Emergency procedures and safety evident				No evidence of instruction on safety/emergency procedures
			Community service component evident				In class activities only
			Partners with community agencies				Resources limited to printed materials
			Student decision making-ID issue, expected outcome, resources, solutions, predict consequences, defend decision				Solutions provided to students, teacher talk provides facts and answers
			Promotes connections to life long learning				Not evident
			Career connections inter-related throughout				Not evident
			Work ethics/work habits embedded				Not evident
			Initials of Observer				Initials of Teacher

COMMENTS/SCRIPT

Final Date/Signatures – Observer _____ / _____ Teacher _____ / _____

CLARK MIDDLE BEST PRACTICE WALKTHROUGH - MATH

Teacher _____ **Grade/Team/Class** _____ **Year** _____

Check Marks indicate "seen during the walkthrough". Check Marks on the left hand sign indicate use of best practices and should be continued. Check Marks on the right hand side indicate use of non-best practices and should be decreased or eliminated.

Dates		INCREASE THESE	Dates	DECREASE THESE
		Instruction		
		Unit of Study, Essential Questions obvious		Not Visible
		Standards Up & Related to Content Taught		Not Visible
		Core Content Obvious		Not Visible
		Expectations, Learning Goals Communicated		Students Not Aware
		Previous Review, Ending Summary		No Pre Post Review
		Varied effective questioning techniques		Recall, choral response, no student discussion
		Assessment integral part of teaching		Assessment sole purpose for grades
		Rubrics/scoring guides evident		Not visible or grades/points only
		Evidence of technology in instruction		No evidence or limited evidence
		Differentiation of Instruction evident		Little use or no evidence
		Gender and Ethnic Interest components		Little use or no evidence
		Classroom Environment		
		Experiential, Inductive, Hands-on		Whole Class-Directed Instruction
		Active, Collaborative, Students engaged		Passive Student Participation
		Emphasis on Higher Order Thinking		Worksheets, Handouts, Teacher Talk
		Agenda, calendar, Assignment books used		Little use or no evidence
		Positive approach to student behavior		Negative approach/use of sarcasm
		Student work evident		Not evident
		# Students Engaged/Total students		# Students not engaged
		Student Compliance with Dress/ID Code		# Students not in Dress/ID Code
		Reading/Literacy		
		Focus on vocabulary, use of word wall		Not evident, stagnant, look up wds. /write def.
		Use of signal words		Not evident
		Use of summarizing in reading materials		Silent or oral reading of content only
		Use of prediction in reading materials		No use of predictions
		Graphic Organizers evident		No use of graphic organizers
		SSR – Teacher talk about student reading		No discussions about readings
		Math		
		Use of manipulatives		Rote practice
		Use of calculators, & instruction in use		No calculators evident
		Focus on conceptual development of math		Rote memorization of rules & formulas
		Student discussion of math		Single answers & single methods to answers
		Questioning, conjectures to find answers		Use of drill or worksheets
		Students writing using open responses		Teaching by telling – no student writing
		Problem solving approach to instruction		Teaching computation out of context
		Content integration		Stressing memorization
		Word problems with varied structures		Use cue words for operation & like problems
		Investigate & formulate ?'s from problems		Practice problems categorized by type
		Students drawing conclusions		Students rely on teacher/key for answers
		Students expected to justify answers		Students given answer and move on
		Connect math to other subjects & real life		Learning isolated skills & topics
		Thinking strategies for basic facts		Memorizing rules without understanding
		Actual use of measurements & concepts		Memorizing equivalencies between units
		Using geometry in problem solving		Memorizing geometric formulas
		Collection & organization of actual data		Data provided to solve given problem
		Using statistical methods to make decisions		Data manipulated as the only task assigned
		Initials of Observer		Initials of Teacher

COMMENTS ON BACK **Signatures/Final Date -** _____ **Observer** _____ / _____
Teacher _____ / _____

CLARK MIDDLE BEST PRACTICE WALKTHROUGH - LANGUAGE ARTS

Teacher _____ **Grade/Team/Class** _____ **Year** _____

Check Marks indicate "seen during the walkthrough". Check Marks on the left hand sign indicate use of best practices and should be continued. Check Marks on the right hand side indicate use of non-best practices and should be decreased or eliminated.

Dates	INCREASE THESE	Dates	DECREASE THESE
	Instruction		
	Unit of Study, Essential Questions obvious		Not Visible
	Standards Up & Related to Content Taught		Not Visible
	Core Content Obvious		Not Visible
	Expectation Learning Goals Communicated		Students Not Aware
	Previous Review, Ending Summary		No Pre Post Review
	Varied effective questioning techniques		Recall, choral response, no student discussion
	Assessment integral part of teaching		Assessment sole purpose for grades
	Rubrics/scoring guides evident		Not visible or grades/points only
	Evidence of technology in instruction		No evidence or limited evidence
	Differentiation of Instruction evident		Little use or no evidence
	Gender and Ethnic Interest components		Little use or no evidence
	Classroom Environment		
	Experiential, Inductive, Hands-on		Whole Class-Directed Instruction
	Active, Collaborative, Students engaged		Passive Student Participation
	Emphasis on Higher Order Thinking		Worksheets, Handouts, Teacher Talk
	Agenda, calendar, Assignment books used		Little use or no evidence
	Positive approach to student behavior		Negative approach/use of sarcasm
	Student work evident		Not evident
	# Students Engaged/Total students		# Students not engaged
	Student Compliance with Dress/ID Code		# Students not in Dress/ID Code
	Reading/Literacy		
	Focus on vocabulary, use of word wall		Not evident, stagnant, look up wds. /write def.
	Use of signal words		Not evident
	Use of summarizing in reading materials		Silent or oral reading of content only
	Use of prediction in reading materials		No use of predictions
	Graphic Organizers evident		No use of graphic organizers
	SSR – Teacher talk about student reading		No discussions about readings
	Primary emphasis on comprehension		Primary focus on oral, phonics, word analysis
	Mixture of independent & reading aloud		Reading limited to round-robin, whole class
	Exposure to a wide, rich range of literature		Rely on selections in basal readers, class novels
	T-models & talks about own read process		T- keeps own reading habits private
	*activate prior knowledge *structured help during reading *after-reading applications		Teaching reading as a single one step act – read then answer questions on a hand-out
	Social reading activities – literacy circles		Solitary seatwork
	Writing before & after reading		Little or no chance to write about what is read
	Writing		
	Open Responses / On Demand writing		No evidence
	S ownership – S choose topics, T & S conference, S reviews own progress		T control of writing decisions – T choose topics, improv. suggestions & writing obj., whole class
	Writing in class – real purpose, Inst. in all stages of writing (pre, draft, revising, edit)		Time spent on isolated drills, paragraphing, or sub-skills of writing
	T models all stages of writing (P, D, R, E) T shares own writing		T talk about writing but never writes or shares own writing
	Learning grammar, mechanics in context		Isolated grammar, mechanics lesson from text
	Writing for real audiences, publishing		Assignments read only by teacher
	Supportive class – active exchange, value in S ideas, small groups, peer critiques		S viewed as lacking knowledge, S compete as individuals, work with fellow S not encouraged
	S responsible for improvements can use rubric to critique own work & others		T use grades not related to scoring rubric, T responsible for viewing work & evaluating
	Initials of Observer		Initials of Teacher

COMMENTS ON BACK **Signatures/Final Date -** _____ **Observer** _____ / _____
Teacher _____ / _____

CLARK MIDDLE BEST PRACTICE WALKTHROUGH - SCIENCE

Teacher _____ Grade/Team/Class _____ Year _____

Check Marks indicate "seen during the walkthrough". Check Marks on the left hand sign indicate use of best practices and should be continued. Check Marks on the right hand side indicate use of non-best practices and should be decreased or eliminated.

Dates				INCREASE THESE				Dates				DECREASE THESE				
				Instruction												
				Unit of Study, Essential Questions obvious								Not Visible				
				Standards Up & Related to Content Taught								Not Visible				
				Core Content Obvious								Not Visible				
				Expectations, Learning Goals, Communicated								Students Not Aware				
				Previous Review, Ending Summary								No Pre Post Review				
				Varied effective questioning techniques								Recall, choral response, no student discussion				
				Assessment integral part of teaching								Assessment sole purpose for grades				
				Rubrics/scoring guides evident								Not visible or grades/points only				
				Evidence of technology in instruction								No evidence or limited evidence				
				Differentiation of Instruction evident								Little use or no evidence				
				Gender and Ethnic Interest components								Little use or no evidence				
				Classroom Environment												
				Experiential, Inductive, Hands-on								Whole Class-Directed Instruction				
				Active, Collaborative, Students engaged								Passive Student Participation				
				Emphasis on Higher Order Thinking								Worksheets, Handouts, Teacher Talk				
				Agenda, calendar, Assignment books used								Little use or no evidence				
				Positive approach to student behavior								Negative approach/use of sarcasm				
				Student work evident								Not evident				
				# Students Engaged/Total students								# Students not engaged				
				Student Compliance with Dress/ID Code								# Students not in Dress/ID Code				
				Reading/Literacy												
				Focus on vocabulary, use of word wall								Not evident, stagnant, look up wds. /write def.				
				Use of signal words								Not evident				
				Use of summarizing in reading materials								Silent or oral reading of content only				
				Use of prediction in reading materials								No use of predictions				
				Graphic Organizers evident								No use of graphic organizers				
				SSR – Teacher talk about student reading								No discussions about readings				
				Science												
				In-depth study of fewer thematic topics								Superficial coverage of many topics listed				
				Focus on concepts phenomena & explanations								Memorizing vocabulary, fact explain w/o connections to broader concepts				
				Students writing Open Responses								No evidence of students writing in science				
				Integration of math & other subjects								Activities based on texts, lectures, and quizzes				
				Facilitating student investigations and the scientific method, focus on student curiosity								Teacher talk and is the only demonstrated expert in science matters				
				Hands on: students identify real questions and phenomena								Instruction based mainly on lecture and information giving				
				Hands on: observation activity designed by student aimed at real discovery								Dependence on textbooks and lock-step patterns of instruction				
				Hands on: student developed hypothesis to explain data								Cookbook labs in which students follow steps without purpose or questioning				
				Hands on: student investigation prior to information provided								Questions, concepts, and answers provided by the teacher				
				Hands on: student application to further issues or additional scientific discovery								No belief that students have prior knowledge or investigative abilities				
				?&Prob. Solving: skeptical, willing to ? common beliefs and practices, accept ambiguity of data								Science approached as a body of known knowledge with answers and information already known				
				Initials of Observer								Initials of Teacher				

COMMENTS ON BACK Signatures/Final Date -

Observer _____ / _____
 Teacher _____ / _____

CLARK MIDDLE BEST PRACTICE WALKTHROUGH - SOCIAL STUDIES

Teacher _____ Grade/Team/Class _____ Year _____

Check Marks indicate "seen during the walkthrough". Check Marks on the left hand sign indicate use of best practices and should be continued. Check Marks on the right hand side indicate use of non-best practices and should be decreased or eliminated.

Dates	INCREASE THESE	Dates	DECREASE THESE
	Instruction		
	Unit of Study, Essential Questions obvious		Not Visible
	Standards Up & Related to Content Taught		Not Visible
	Core Content Obvious		Not Visible
	Expectations, Learning Goals, Communicated		Students Not Aware
	Previous Review, Ending Summary		No Pre Post Review
	Varied effective questioning techniques		Recall, choral response, no student discussion
	Assessment integral part of teaching		Assessment sole purpose for grades
	Rubrics/scoring guides evident		Not visible or grades/points only
	Evidence of technology in instruction		No evidence or limited evidence
	Differentiation of Instruction evident		Little use or no evidence
	Gender and Ethnic Interest components		Little use or no evidence
	Classroom Environment		
	Experiential, Inductive, Hands-on		Whole Class-Directed Instruction
	Active, Collaborative, Students engaged		Passive Student Participation
	Emphasis on Higher Order Thinking		Worksheets, Handouts, Teacher Talk
	Agenda, calendar, Assignment books used		Little use or no evidence
	Positive approach to student behavior		Negative approach/use of sarcasm
	Student work evident		Not evident
	# Students Engaged/Total students		# Students not engaged
	Student Compliance with Dress/ID Code		# Students not in Dress/ID Code
	Reading/Literacy		
	Focus on vocabulary, use of word wall		Not evident, stagnant, look up wds. /write def.
	Use of signal words		Not evident
	Use of summarizing in reading materials		Silent or oral reading of content only
	Use of prediction in reading materials		No use of predictions
	Graphic Organizers evident		No use of graphic organizers
	SSR – Teacher talk about student reading		No discussions about readings
	Social Studies		
	Students writing Open Responses		No student writing evident
	In depth study of topics, student discovery		Cursory coverage of topic
	Student inquiry about significant human issues		Memorization of isolated facts from a textbook
	Student decision making & participation in wider social, political, economic affairs		Isolation from actual exercise of responsible citizenship, only read about citizenship
	Participation in interactive and cooperative study processes that bring students together		Lecture classes – students sit passively
	Integration of social studies to other subjects and connections to real life		Exploration of content limited to recall of facts and memorization
	Evidence of global connections		No evidence, or limited to dominant heritage
	Ongoing evaluation that promotes further learning and open expression of ideas		Assessment only at end of unit or grading period, tests only for factual knowledge
	Expanded use of materials, maps, etc.		Instruction mainly from textbook
	Initials of Observer		Initials of Teacher

COMMENTS ON BACK

Signatures/Final Date - _____

Observer _____ / _____
 Teacher _____ / _____

CLARK MIDDLE BEST PRACTICE WALKTHROUGH - THE ARTS (Art, Music, Dance, Drama)

Teacher _____ Grade/Team/Class _____ Year _____

Check Marks indicate "seen during the walkthrough". Check Marks on the left hand sign indicate use of best practices and should be continued. Check Marks on the right hand side indicate use of non-best practices and should be decreased or eliminated.

Dates				<i>INCREASE THESE</i>	Dates				<i>DECREASE THESE</i>
				Instruction					
				Unit of Study, Essential Questions obvious					Not Visible
				Standards Up & Related to Content Taught					Not Visible
				Core Content Obvious					Not Visible
				Expectations, Learning Goals Communicated					Students Not Aware
				Previous Review, Ending Summary					No Pre Post Review
				Varied effective questioning techniques					Recall, choral response, no student discussion
				Assessment integral part of teaching					Assessment sole purpose for grades
				Rubrics/scoring guides evident					Not visible or grades/points only
				Evidence of technology in instruction					No evidence or limited evidence
				Differentiation of Instruction evident					Little use or no evidence
				Gender and Ethnic Interest components					Little use or no evidence
				Classroom Environment					
				Experiential, Inductive, Hands-on					Whole Class-Directed Instruction
				Active, Collaborative, Students engaged					Passive Student Participation
				Emphasis on Higher Order Thinking					Worksheets, Handouts, Teacher Talk
				Agenda, calendar, Assignment books used					Little use or no evidence
				Positive approach to student behavior					Negative approach/use of sarcasm
				Student work evident					Not evident
				# Students Engaged/Total students					# Students not engaged
				Student Compliance with Dress/ID Code					# Students not in Dress/ID Code
				Reading/Literacy					
				Focus on vocabulary, use of word wall					Not evident, stagnant, look up words /write def.
				Use of signal words					Not evident
				Use of summarizing in reading materials					Silent or oral reading of content only
				Use of prediction in reading materials					No use of predictions
				Graphic Organizers evident					No use of graphic organizers
				SSR – Teacher talk about student reading					No discussions about readings
				The Arts					
				Making - more doing of art, music, dance and drama					Studying other peoples art, music, dance, or drama
				Student originality, choice, & responsibility for own work					Projects that require students to create identical products or mimic a model
				Stress on the process of creation, the stages of careful craftsmanship					Concern with final products and displays that smother learning about the process
				Arts as an element of talent development for all students					Arts as an arena for competition, screening, & awards, prizes for a few
				Students writing Arts / Open Responses					No evidence of student writing about the arts
				Exploration of a whole array of art forms different periods, cultures & ethnic groups					Exclusive focus on Western, high culture elite art forms – often disconnected
				Support for student's quest to find own personal media, style, & taste					Cursory dabbling in many art forms without support for a drive toward mastery in one
				Class intensity, need to use every minute					Lack of intensity in class
				Using arts as a tool for learning & thinking					Arts as a body of content to be memorized
				Artists in schools performing as partners in interdisciplinary work					One-shot, disconnected appearances by artists
				Extended relationship with artist & art organizations					Solitary work by arts teachers in single classes
				Initials of Observer					Initials of Teacher

COMMENTS ON BACK Signatures/Final Date -

Observer _____ / _____
 Teacher _____ / _____

CLARK MIDDLE BEST PRACTICE WALKTHROUGH PRACTICAL LIVING/VOCATIONAL STUDIES

Teacher _____ Grade/Team/Class _____ Year _____

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Dates		INCREASE THESE	Dates	DECREASE THESE
		Instruction		
		Unit of Study, Essential Questions obvious		Not Visible
		Standards Up & Related to Content Taught		Not Visible
		Core Content Obvious		Not Visible
		Expectations, Learning Goals Communicated		Students Not Aware
		Previous Review, Ending Summary		No Pre Post Review
		Varied effective questioning techniques		Recall, choral response, no student discussion
		Assessment integral part of teaching		Assessment sole purpose for grades
		Rubrics/scoring guides evident		Not visible or grades/points only
		Evidence of technology in instruction		No evidence or limited evidence
		Differentiation of Instruction evident		Little use or no evidence
		Gender and Ethnic Interest components		Little use or no evidence
		Classroom Environment		
		Experiential, Inductive, Hands-on		Whole Class-Directed Instruction
		Active, Collaborative, Students engaged		Passive Student Participation
		Emphasis on Higher Order Thinking		Worksheets, Handouts, Teacher Talk
		Agenda, calendar, Assignment books used		Little use or no evidence
		Positive approach to student behavior		Negative approach/use of sarcasm
		Student work evident		Not evident
		# Students Engaged/Total students		# Students not engaged
		Student Compliance with Dress/ID Code		# Students not in Dress/ID Code
		Reading/Literacy		
		Focus on vocabulary, use of word wall		Not evident, stagnant, look up wds. /write def.
		Use of signal words		Not evident
		Use of summarizing in reading materials		Silent or oral reading of content only
		Use of prediction in reading materials		No use of predictions
		Graphic Organizers evident		No use of graphic organizers
		SSR – Teacher talk about student reading		No discussions about readings
		Writing		
		Open Responses / On Demand writing		No evidence
		S ownership – S choose topics, T & S conference, S reviews own progress		T control of writing decisions–T choose topics, improv. Suggestions & writing obj., whole class
		Writing in class–real purpose, Inst. in all stages of writing (pre, draft, revising, edit)		Time spent on isolated drills, paragraphing, or sub-skills of writing
		T models all stages of writing (P, D, R, E) T shares own writing		T talk about writing but never writes or shares own writing
		Learning grammar, mechanics in context		Isolated grammar, mechanics lesson from text
		Writing for real audiences, publishing		Assignments read only by teacher
		Supportive class – active exchange, value in S ideas, small groups, peer critiques		S viewed as lacking knowledge, S compete as individuals, work with fellow S not encouraged
		S responsible for improvements can use rubric to critique own work & others		T use grades not related to scoring rubric, T responsible for viewing work & evaluating
		Initials of Observer		Initials of Teacher

COMMENTS ON BACK

Signatures/Final Date - Observer _____ / _____
 Teacher _____ / _____

SUMMATIVE EVALUATION FOR TEACHERS

EVALUATEE _____ GRADE/CONTENT AREA _____
 EVALUATOR _____ POSITION _____
 SCHOOL _____ DATE _____

NON-TENURED _____
 TENURED _____

RATINGS

DEMONSTRATES EFFICIENT AND COMPETENT PERFORMANCE

	DOES MEET	NEEDS GROWTH	*DOES NOT MEET	GROWTH PLAN
Standard I				
A. Designs/Plans Instruction	_____	_____	_____	_____
B. Demonstrates Knowledge of Curriculum/Subject Matter	_____	_____	_____	_____
C. Implements/Provides Instruction	_____	_____	_____	_____
D. Assesses Instruction	_____	_____	_____	_____
Standard II				
A. Organizes Environment to Promote Learning	_____	_____	_____	_____
B. Manages Student Behavior in an Appropriate Manner	_____	_____	_____	_____
A. Interpersonal Communication	_____	_____	_____	_____
Standard IV				
A. Meets Job Requirements	_____	_____	_____	_____
B. Meets Ethical Responsibilities	_____	_____	_____	_____
Standard V				
A. Uses Technology to Enhance Instruction	_____	_____	_____	_____
B. Uses Technology to Improve Personal Productivity	_____	_____	_____	_____

*any rating in this column requires the development of an individual Corrective Action Plan

COMMENTS _____

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

Evaluatee _____
 Signature _____ Date _____

Evaluator _____
 Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Clark County School District Evaluation Plan.

Certified employees must make their appeals to this summative evaluation with the time frames, mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR CLARK COUNTY 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 faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The counselor understands and knows how to:

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

The counselor understands and knows how to:

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepare students for successful transitions.
- 2.4 Evaluate the results of the curriculum's impact.
- 2.5 Modify the curriculum as needed to continually meet the needs of students.
- 2.6 Guide individuals and groups of students through the development of educational and career plans.
- 2.7 Provide guidance for maximizing personal growth and development.
- 2.8 Teach the school developmental guidance curriculum.
- 2.9 Assist teachers in the teaching of the guidance curriculum.

STANDARD 3 – Individual/Small Group Counseling

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

The 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.

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.

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.

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.

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.

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.

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.

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 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.

SUMMATIVE EVALUATION FOR SCHOOL COUNSELORS

EVALUATEE _____ SCHOOL _____
 EVALUATOR _____ DATE _____

RATINGS

DEMONSTRATES EFFICIENT AND COMPETENT PERFORMANCE

	DOES MEET	NEEDS GROWTH	DOES NOT MEET
Standard I Program Management Research, and Evaluation	_____	_____	_____
Standard II Developmental Guidance Curriculum	_____	_____	_____
Standard III Individual and Small Group Counseling	_____	_____	_____
Standard IV Consultation/Collaboration	_____	_____	_____
Standard V Coordination	_____	_____	_____
Standard VI Assessment	_____	_____	_____
Standard VII Adheres to Professional Standards	_____	_____	_____
Standard VIII Demonstrates Professional Leadership	_____	_____	_____
Standard IX Engages in Professional Development	_____	_____	_____
Standard X Technology	_____	_____	_____

OVERALL RATING

_____ Achieved Individual Professional Growth Plan

_____ Did not achieve Individual Professional Growth Plan

COMMENTS _____

Evaluatee _____
 Signature _____ Date _____

Evaluator _____
 Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Clark County School District Evaluation Plan.

Certified employees must make their appeals to this summative evaluation with the time frames, mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

**CLARK COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.0244 - AR**

ADMINISTRATOR STANDARDS for Performance Evaluation

Standard 1 *Visionary Leader*

Facilitates the development, articulation, and implementation of the district's vision

Standard 2 *Instructional Leader*

Promotes the school culture and instructional program that ensures student learning and professional growth of staff

Standard 3 *Organizational Manager*

Manages the organization, operations, and resources for a safe, efficient, and effective learning environment conducive to student learning

Standard 4 *Collaborative Leader*

Collaborates with families, peers, and community members, responds to diverse community interests and needs, and mobilizes community resources

Standard 5 *Ethical Leader*

Promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Standard 6 *Systemic Leader*

Facilitates processes and engages in activities demonstrating knowledge and understanding of the interdependence of the school, the district, and the school community; and demonstrates an understanding of how the political, social, cultural, and economic systems impact schools

Standard 7 *Technological Leader*

Demonstrates and models the competencies and skills identified in the district technology standard and facilitates professional growth of staff in the district technology standard

**CLARK COUNTY BOARD OF EDUCATION
ADMINISTRATIVE REGULATIONS 5030.0244 - AR
Data Collection Summary**

Administrators

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____ School Name _____

Time _____ District _____

Standard 1

A school administrator facilitates the development, articulation, implementation, and stewardship of the district's vision

Demonstrators/Indicators

1.1 Develops and implements a school consolidated plan that reflects the district's vision (e.g., facilitating the consolidated planning process, ensuring the school mission is directly related to the district mission.

1.2 Effectively communicates vision of school and district to staff, students, parents and community in a variety of ways (e.g., minutes, newsletters, open houses, web page, Power Point presentations, spreadsheets, and graphic visuals for parent meetings, open house, Executive Summary of Comprehensive Plan)

1.3 Leads school in developing, implementing, revisiting a school mission statement that guides the CP and relates to the district vision (e.g., revised mission statement, school initiatives, program implementation, addresses technology standards through the School Plan

1.4 Allocates resources and funding which support the district's vision (e.g., budget; makes technology access, training, implementation, evaluating results, and follow-up support a priority for funding)

1.5 Seeks input from the school community in various ways to facilitate the development of the school's vision (e.g., SBDM Council, PTA, and School Community recommendations)

1.6 Serves on district task force (e.g., local planning committee, district-wide committees, Council of Councils representative)

Standard 2

A school administrator promotes the school culture and instructional program which ensures student learning and professional growth

Demonstrators/Indicators

2.1 Assesses school culture and climate on a regular basis to ensure high expectations for self, student, and staff performance (e.g., School Surveys, walk-throughs, department goals, SBDM minutes)

2.2 Select/provides and assesses the implementation of professional development that focuses on student learning consistent with school and district vision goals (e.g., analysis of assessment results; PD plan focused on activities, student products; performance evaluations linked with professional growth plans; PD activities support the district's vision. PD includes technology integration)

2.3 Facilitates the design, implementation, evaluation, and refinement of research-based curricular, co-curricular, and extra-curricular programs (e.g., team minutes, action research opportunities, ESS program)

2.4 Utilizes multiple sources of information regarding performances of students and staff to evaluate student learning/achievement (e.g., assessment results, walk-throughs summaries, desegregation of grade distribution, analysis of student products)

2.5 Monitors and implements the evaluation process according to district policy (e.g., data collection summaries, observations, feed-back, analysis of student products, summative conference schedules, summative evaluations, professional growth plans directly linked to teacher performance)

Standard 3

A school administrator will ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment as measured by student achievement

Demonstrators/Indicators

3.1 Collects and accurately analyzes school data that indicates a safe, efficient, and effective learning environment (e.g., ESS evaluation, performance evaluation summaries, School Surveys, Impact/Implementation documentation, desegregation of state assessment results, the use of spreadsheets, Power Point presentations, and visual graphics to communicate data)

3.2 Effectively works with school council to identify and overcome challenges specific to community/school (e.g., use of conflict resolution skills, group processing, and communication skills; SBDM policies, Comprehensive School Plan, SBDM minutes)

3.3 Uses resources creatively and efficiently (e.g., time, human, financial, facility) to create an effective and safe learning environment that facilitates the development and implementation of the school consolidated plan (e.g., budget, safe school policies/regulations, master schedule, staffing plan, appropriate use of technology)

3.4 Manages organization so that district policies and state/federal laws are followed (e.g., documentation of action taken by administrator, no evidence of violations in school reports {expulsion, suspension, discipline, IEP conference summaries, ILP's} performance evaluation procedures, audits, categorical budgets, personal attendance)

3.5 Uses technology to manage school operations (e.g., e-mail, Munis, Web site, Spreadsheets, budgets, data analysis, data bases)

Standard 4

A school administrator collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources

Demonstrators/Indicators

4.1 Ensures that public engagement, high visibility, active involvement, and communication with the larger community, (e.g., newsletters, community organization memberships)

4.2 Builds community partnerships to strengthen programs and support school goals (e.g., community sponsors, groups using building, business sponsors)

4.3 Uses effective media relations with community (e.g., web site, school newsletter, newspaper articles, participation in community functions)

4.4 Models and develops collaboration with community (e.g., a pre school program, appropriate use of community resources/funds, media relations)

Standard 5**A school administrator promotes the success of all students by acting with integrity, with fairness and in an ethical manner****Demonstrators/Indicators**

5.1 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance (e.g., School Surveys, professional growth plan, documentation of efforts to increase teacher leadership opportunities, “snapshots”
5.2 Promotes public scrutiny of the school and solicits feedback (e.g., SACA review, nine weeks snapshots report to CCBE, SBDM minutes, School Surveys, parent membership on committees, documentation of school events)
5.3 Treats people fairly, equitable and with dignity and respect (e.g., personal correspondence, School Surveys, resource allocation among staff, walk-through feedback)
5.4 Applies laws, policies and procedures fairly, wisely, and considerately (e.g., SBDM and faculty minutes/agendas, School Surveys, CCBE policies and Administrative Regulations, performance evaluation procedures, categorical funds)
5.5 Demonstrates appreciation for and sensitivity to the diversity in the school Community (e.g., School Surveys, personal correspondence, leadership position in the community, extra curricular offerings)
5.6 Examines and considers the prevailing values of the diverse school community (e.g., attendance in committee meetings/activities, personal correspondence)
5.7 Demonstrates a personal and professional Code of Ethics (e.g., adheres to the Commonwealth of Kentucky Executive Branch Code of Ethics)
5.8 Adheres to safe work practices to lower the risk of potential injuries to self and others

Standard 6

A school administrator understands, responds to and influences the school community

Demonstrators/Indicators

6.1 Ensures that the environment in the school is student centered (e.g., SBDM minutes, student groupings, master schedule, staffing, analysis of walk-throughs)

6.2 Utilizes data from the school community to meet school needs (e.g., School Surveys, committee meeting minutes, written/oral communication with parents)

6.3 Follows Board policy, laws and regulations

Standard 7

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

Demonstrators/Indicators

<p>7.1 Operates a multimedia computer and peripherals to use a variety of software-2000</p>
<p>7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation, professional growth plans and web-based comprehensive plans)</p>
<p>7.3 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)</p>
<p>7.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities</p>
<p>7.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)</p>
<p>7.6 Demonstrates knowledge of the use of technology in business, industry, and Society (e.g., Power Point presentations, budget spreadsheets, use of e-mail)</p>
<p>7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans)</p>

SUMMATIVE CONFERENCING FORM for Administrators**Analyses of performance and Links to Individual Professional Growth Plan
and Summative Evaluation**

Evaluatee _____ School _____

Evaluator _____ Position _____

Date of Conference _____

ISSLC Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
1: Visionary Leader			
1.1 Develops/Implements school consolidated plan to Reflect the District's vision			
1.2 Communicates the school/district vision			
1.3 Leads school in mission statement that guides the consolidated school plan and relates to District's vision			
1.4 Allocates resources to support District's vision			
1.5 Seeks input from the school community for the school's vision			
1.6 Serves on District task force			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
2: Instructional Leader			
2.1 Assesses school culture/climate to ensure high expectations			
2.2 Ensures the professional development focuses on student learning consistent with school/district goals			
2.3 Facilitates the use of research-based programs			
2.4 Uses multiple data sources to evaluate student learning			
2.6 Monitors/implements the evaluation process according to district policy			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
3: Organizational Manager			
3.1 Analyzes school data ensuring a safe, efficient, and effective learning environment			
3.2 Effectively works with school council			
3.3 Uses resources creatively and efficiently			
3.5 Manages organization so that district policies and procedures are followed			
3.5 Uses technology to manage school operations			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
4: Collaborative Leader			
4.1 Ensures that public engagement, high visibility, communication with the larger community			
4.2 Builds community partnerships to strengthen programs and support school goals			
4.3 Uses effective media relations with community			
4.4 Models and develops collaboration with community			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
5: Ethical Leader			
5.1 Demonstrates values that inspire others to higher levels of performance			
5.2 Promotes public scrutiny of the school/ solicits feedback			
5.3 Treats people fairly/with dignity and respect			
5.4 Applies laws, policies, and procedures			
5.5 Demonstrates appreciation for diversity			
7.7 Examines/considers the values of the diverse school community			
7.8 Demonstrates a personal and professional Code of Ethics			
7.9 Adheres to safe work practices to lower the risk of potential injuries to self and others			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
6: Systemic Leader			
6.1 Ensures a student-centered environment			
6.2 Utilizes data from the school community to meet school needs			
6.3 Follows Board policy, laws, and regulations			
Overall rating for Summative Evaluation			

Standards/Performance Criteria	Performance/Products Ratings		
	*More than (1) rating can be checked		
7: Technological Leader	Meets	Growth Needed	Does Not Meet
7.1 Operates a multimedia computer/peripherals to use a variety of software			
7.2 Uses technology to enhance productivity and support instruction			
7.3 Uses terminology related to computers and technology			
7.4 Follows Board policy, laws, regulations in the use of computers in professional and personal activities			
7.5 Facilitates the lifelong learning of self and others through the use of technology			
7.6 Demonstrates knowledge of the use of technology			
7.7 Ensures appropriate research-based instructional practices are included in the instructional program			
Overall rating for Summative Evaluation			

SUMMATIVE EVALUATION FOR ADMINISTRATORS

This summarizes all evaluation data including formative data, products and performances, professional development activities, reports developed, longitudinal assessment data, conferences, and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) OF Observation(s) _____

Date(s) of Conference(s) _____

Ratings:

<u>Administrator Standards:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Visionary Leader	_____	_____
2. Instructional Leader	_____	_____
3. Organizational Manager	_____	_____
4. Collaborative Leader	_____	_____
5. Ethical Leader	_____	_____
6. Systemic Leader	_____	_____
7. Technological Leader	_____	_____
OVERALL RATING	_____	_____

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Evaluator:	_____ Signature	_____ Date
	_____ Signature	_____ Date

Opportunities for appeal processes at both the local and state levels are a part of Clark County Schools' district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

***Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan for returning administrators.**

INDIVIDUAL CORRECTIVE ACTION PLAN

INSTRUCTIONS

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.

1. 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 or Administration Code.

2. 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

3. 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.)

4. 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.

5. 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.

6. 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

CERTIFIED EMPLOYEES EVALUATION APPEAL PANEL

MEMBERSHIP:

1. The certified employees shall elect two members and two alternates to serve on the panel.
 - a. Each school and the central office shall have the opportunity to nominate two certified employees willing to serve as a panel member.
 - b. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
 - c. Ballots shall be collected by the Principal and shall be forwarded from each school to the Central Office of the Clark County Board of Education. Ballots shall be kept on file at the Central Office for two school years.
 - d. Two certified employees designated by the Superintendent of the Clark County Schools shall total the votes. Tally sheets shall be kept on file for two school years.
 - e. The candidates with the two largest vote totals shall be named as members of the appeal panel.
 - f. The candidates receiving the third and fourth largest number of votes shall be named as alternate members of the appeal panel.
 - g. The Board of Education shall appoint a certified employee and alternate to serve on the panel.
 - h. The committee shall select their own chairperson.
2. Terms shall be for two years to run from July 1 to June 30.
3. Members may be re-elected or re-appointed.

APPEALS PROCEDURE:

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. No member of the panel shall serve on any appeal under the following conditions.
 - a. He/she was the evaluator.
 - b. He/she is a member of the evaluatee's immediate family.
 - c. He/she is working within the same school as the Evaluatee.
3. Under the conditions described in two (2) an alternate shall fill that vacancy.
4. The panel shall make a recommendation to the Superintendent of the schools within fifteen (15) working days from the date of filing the appeal.

5. In the event the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education.
6. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
7. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
8. Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

POWERS AND CONDITIONS:

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records, which support the summative evaluation.
3. Both parties have the right to review documentation presented to the appeals panel seven days before the hearing.
4. Both parties have the right to representation of their choosing.
5. The panel shall have the authority to interview both the appealing employee and the evaluator.
6. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the Superintendent:
 - a. Uphold the original evaluation.
 - b. Modify the original evaluation.
 - c. Order a new evaluation by a second certified employee
7. The chairperson of the appeals panel shall present the decision of the panel to the Superintendent within three days of the review.