

Jackson Independent Schools

Personnel Performance Evaluation Guidelines

A Handbook of Guidelines and Procedures For Formative and Summative Evaluation of Certified Staff

Revised April 2009

Jackson Independent Schools

Jackson, Kentucky

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Certified School Personnel Evaluation Planning Committee
Review and Revision – April 2009

Jackson Independent Schools
940 Highland Avenue
Jackson, KY 41339

Superintendent: Mr. Timothy D. Spencer

Evaluation Contact Person: James W. Yount
Principal
606-666-5164

In compliance with 704 KAR 3:345, an evaluation committee was selected to represent the certified staff. The Evaluation Planning Committee Members are as follows:

Administrators:

Mr. Timothy D. Spencer, Superintendent
Mrs. Susan Watts, Instructional Supervisor
Mr. James W. Yount, Principal, Jackson City School
Mr. Charles J. Coots, Chief Information Officer
Mrs. Christa Collins, Director of Special Education

Teachers:

Mr. Larry Turner, High School Lead Teacher
Mrs. Elizabeth Ingram, Middle School Lead Teacher
Mrs. Diane Little, Primary School Lead Teacher
Mr. Charles J. Coots, High School Teacher
Mrs. Christa Collins, Special Needs Teacher

Jackson City School
Jackson Independent School District

Mr. James W. Yount
940 Highland Avenue
Jackson, Kentucky 41339
Phone: 606-666-5164

Evaluation Committee Meeting Minutes
April 24, 2009
1:00 p.m.

Members Present: Diane Little, Elizabeth Ingram, Larry Turner, Christa Collins, Charles J. Coots, Susan Watts, and James Yount.

The following items were discussed and approved by the committee:

- Updated the Summative Evaluation form to include Standard 10 (technology).
- Approved the adoption of the ISLLC Evaluation Standards for Education Administrators.
- Approved the posting of updated 704 KAR 3:345 Evaluation Guidelines and KRS 156.557 Standards for Improving Performance of Certified School Personnel in the Jackson Independent School Personnel Performance Evaluation Guidelines.

James W. Yount
District Contact

EXEMPLARY CITY SCHOOLS SINCE 1910

District: Jackson Independent

Evaluation Contact Person: James W. Yount

Date of Review: June 18, 2009

Certified Personnel Evaluation Plan Checklist

Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	
			A. Plan developed by evaluation committee:
(3) (c) 1	4 (1)	18	1. Equal number of teachers and administrators
	3	8	2. Approved by local board of education
			B. Plan provides for:
	6	4	1. Designated contact person
	6(2)a	8	2. District trains primary evaluators in the local evaluation process
	5 (2)	15	3. Explanation to and discussion with all certified personnel “no later than the end of the first month of reporting for employment for each school year”
	5 (3)	34 School 42 Teacher 54 Administrator	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	27	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	8	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	18	7. Third party observer process
(3) (c) 3	4 (2) (b)	19	8. Observations conducted openly
	4 (2) (c)	19	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	19	10. Annual review of growth plans
	4 (2) (d)	19	11. Provisions for Superintendent’s professional growth pursuant to KRS 156.111
	4 (2) (e)	19	12. Conference within one week of observation
	4 (2) (e)	19	13. Summative conference includes all evaluation data
	4 (2) (f)	27	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	27	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	27	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	19	17. Summative evaluations for administrators annually
	4 (2) (j)	19	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	19	19. Opportunity for written response/become part of official file
	4 (2)(m)	19	20. Copy of evaluation provided to evaluatee
(3) (c) 5		24	21. Corrective action process

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced*		C. Teacher and Administrator Evaluation forms include:
		Teacher Forms	Administrator Forms	
	5 (1)	42	54	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		47	55	2. List of performance criteria for teachers and administrators:
(a)		43	67	Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		42	54	Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)		40	53	Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		42	55	Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		43	54	Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		43	67	Performance of duties consistent with school, community goals and administrative regulations
(g)		42	54	Demonstration of use of resources, including technology
(h)		35	36	Demonstration of professional growth
(i)		43	67	Adherence to the professional code of ethics
(j)		43	67	Attainment of other established EPSB standards not included in above
(6)				D. Appeals process that includes:
	7 (1)	21	21	1. Right to a hearing
	7 (2)	21	21	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	21	21	3. Right to presence of chosen representative
	9	21	21	4. Opportunity to appeal to Kentucky Board of Education

*Section C must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Jackson Independent School District hereby assures the Commissioner of Education that:

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Foreword

Kentucky law requires that each school district adopt board policy pertaining to staff evaluation and that a plan and procedures be submitted to the State Department of Education for approval.

This handbook, revised by a committee of administrators and teachers , is designed to orient staff to the local board policy, to the procedures to be utilized to implement the evaluation plan, and to serve as a reference when needed.

The purposes of the evaluation program are stated in board policy. The system has been developed on the premise that our staff is professional, motivated, and continually striving for self and program improvement. With this in mind, all of us involved in the evaluation process are aware of the seriousness of their undertaking while at the same time positive as to its benefits for personal growth and the improvement of the educational program of this school district.

Jackson Independent School District

Mr. Timothy D. Spencer, Superintendent

940 Highland Avenue
Jackson, Kentucky 41339

(606)-666-4979 • Fax (606)-6664350

Board of Education

Mr. Marty D. Hayes, Chairperson
Ms. Terri Halsey, Vice-Chairperson
Mr. Wallace G. Lemons, Member
Mrs. Veronica McDuffee, Member
Mrs. Sheretta Haddix, Member

PERSONNEL PERFORMANCE EVALUATION NONDISCRIMINATION POLICY STATEMENT

The Jackson Independent Board of Education does not discriminate on the basis of sex in the educational programs or activities that it operates, and is required by Title IX of the educational amendments of 1972 (P.L. 92-318), not to discriminate on the basis of handicap, in treatment, admission or access to, or employment in, its programs or activities as required by the Rehabilitation Act of 1973 (P.L. 93-112), as amended, Section 504, nor does the board of education discriminate on the basis of race, color, national origin, age, religion, or marital status, in the educational programs or activities it operates, as they are contained in the provisions of Title VI of the Civil Rights Act of 1964.

An Equal Education and Employment Institution

Any person having inquiries concerning the Personnel Performance Evaluation is directed to contact

Mr. Timothy D. Spencer
940 Highland Avenue
Jackson, KY 41339
606-666-4979

Jackson City School – Since 1910

INTRODUCTION

Personnel evaluation is an important tool school districts utilize to help assure the public, community, parents, and students that providing a quality education is foremost. Evaluation system accountability lies primarily at the school-district level. Kentucky's Education Reform Act set goals with high academic expectations for students. Higher performance standards for teachers and school administrators were adopted in 1994. The Jackson Independent School's evaluation committee incorporated these new initiatives into the district evaluation plan, including procedures, and forms used. Fair and acceptable personnel evaluations can reinforce outstanding individual performance; can identify professional opportunities for individuals; and can provide supportive evidence for removing harmful or incompetent individuals. When these results occur, classroom instruction improves.

Glossary of Evaluation Terms and Definitions

(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in **KRS 156.101, 704 KAR 3:345, and KRS 160.345 (2) ©**.

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

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

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

Corrective action plan: a plan developed by the evaluator and evaluate as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

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

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

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

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

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

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

Formative evaluation: is a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance, and including non-classroom related data.

Indicators: are measurable behaviors and out comes which demonstrate performance criteria.

Instructional leaders: are principals with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education. Principals have the primary responsibility for instructional leadership in the schools to which they are assigned.

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

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

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

Observee: one who is observed by the observer.

Observer: one who sees and reports behaviors. This is usually the primary evaluator.

Openly: with full knowledge of others (evaluatee).

Other support staff: include any certified staff other than teacher or administrator.

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

Position: is a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

Primary evaluator: is the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).

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

Post-conference: is a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee

analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

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

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

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

Teacher: is any certified staff person who directly instructs students.

Certified School Personnel Includes:

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

Teacher: refers to any certified staff person who directly instructs students.

Other support staff: refers to any certified staff other than teacher or administrator, such as librarians, media, specialists, etc.

Jackson Independent Schools Certified Personnel Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees, which is in compliance with applicable statute and regulation.¹

PURPOSE

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

NOTIFICATION

All certified school personnel shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.

REVIEW

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

All evaluations shall be maintained in the employee's personnel file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint (12) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt

of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents (no less than 3 days) to be given to the hearing committee and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by is/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL RECOMMENDATIONS

The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

SUPERINTENDENT

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon

adoption, all revisions to the plan shall be submitted to the Kentucky Board of Education for approval.

REFERENCES:

¹KRS 156.557, 704 KAR 3:345

OAG 92-135, Thompson v. Board of Educ., KY., 838 S. W. 2d 390 (1992)

RELATED POLICIES:

²03.15, 03.16, 02.14

TITLE 704
EDUCATION, ARTS, AND HUMANITIES CABINET KENTUCKY BOARD OF
EDUCATION DEPARTMENT OF EDUCATION OFFICE OF LEARNING
PROGRAMS DEVELOPMENT

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. See “**Glossary of Evaluation Terms and Definitions**”.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4.

(1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) 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 by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local

district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

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

Section 5.

(1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and post conferences may be used at the discretion of the local district.

Section 6.

- (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.
- (2) Training shall:
 - (a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;
 - (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;
 - (c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and
 - (d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.
- (3) Testing shall:
 - (a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and
 - (b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.
- (4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.
- (5) (a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.
(b) This training shall be in any one, or a combination, of the following skill areas:
 1. Use of the local evaluation process;
 2. Identification of effective teaching and management practices;
 3. Effective observation and conferencing techniques;
 4. Establishing and assisting with certified employee professional growth plans;
 5. Summative evaluation techniques; or
 6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.
- (6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

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

- (1) Right to a hearing as to every appeal;

- (2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- (3) Right to presence of evaluatee's chosen representative.

Section 8.

- (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.
- (2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.
- (3) Examples of substantive change shall include a change in:
 - (a) Cycle;
 - (b) Observation frequency;
 - (c) A form; or
 - (d) An appeal procedure.
- (4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9.

- (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- (2) The appeal procedures shall be as follows:
 - (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**KRS 156.557 Standards for Improving Performance of
Certified School Personnel**

156.557 Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

- (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
- (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
- (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
- (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
- (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
- (g) Demonstration of the effective use of resources, including technology;
- (h) Demonstration of professional growth;
- (i) Adherence to the professional code of ethics; and
- (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

(a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.

(b) The local evaluation system shall include formative evaluation and summative evaluation.

1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:

a. Occur at the end of an evaluation cycle; and

b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

(c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:

1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;
2. Evaluation includes documentation that may lead to adverse employment decisions;
3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;

2. A clear time frame for proposed actions is provided the employee; and
3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

Jackson Independent Board Policy

Evaluation of Employees

The district shall provide a continuous staff evaluation system, following guidelines as approved by the State Board of Education and local administrative regulations.

The purposes of the evaluation system are to improve instruction, to provide a measure of performance accountability to citizens, to provide encouragement and incentives for staff to improve their performance, and to support individual personnel decisions.

The evaluation shall be completed by immediate supervisors, In cases where a staff member is responsible to several supervisors, a primary evaluator will be designated by the superintendent. Other administrators may assist with evaluations, including conducting formal and informal observations.

All tenured staff shall be evaluated at a minimum of once every three years and more often if appropriate. Non-tenured certified staff shall be evaluated annually. Evaluation shall occur annually for administrators. Classified staff shall be evaluated at a minimum of once every year and more often if appropriate.

The evaluation process shall include a pre-conference (formative evaluation), formal observation, and a final conference (summative evaluation). Evaluations shall follow timelines and procedures as outlined in administrative regulations and shall be in writing. Prior to implementation the evaluation process, staff shall be oriented as to state laws, board policies, and administrative regulations.

Personnel shall be provided with written copies of all evaluation findings and shall have an opportunity to provide written response to any evaluation material placed in staff cumulative folders. Personnel shall have access to appropriate file to review any data by making a written request to the superintendent.

The evaluation system shall be reviewed annually for compliance with KRS 156.101.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through four (4) years	more than four (4) years
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.		
<i>FORMATIVE PHASE (data collection)</i>		
Initial Conference and Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)
<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information 	<ol style="list-style-type: none"> 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information
Formative Observations	Formative Observations	Formative Observations
<ol style="list-style-type: none"> *1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use KTIP Form <p>*More observations may occur when results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. minimum of two (2) per year when results are satisfactory. 2. prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. prior to each formative conference <p>*Multiple observations shall occur when results are unsatisfactory</p>
Formative Conferences (post)	Formative Conferences (post)	Formative Conferences (post)
<ol style="list-style-type: none"> *1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. minimum of two (2) per year 2. evaluator/evalutatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*More conferences shall occur when observation results are unsatisfactory</p>	<ol style="list-style-type: none"> *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. evaluator/evalutatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities <p>*Multiple conferences shall occur when observation results are unsatisfactory</p>
<i>SUMMATIVE PHASE (decision-making)</i>		
Summative Conference (post)	Summative Conference (post)	Summative Conference (post)
<ol style="list-style-type: none"> 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan 	<ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan 	<ol style="list-style-type: none"> 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan
Summative Evaluation	Summative Evaluation	Summative Evaluation
<ol style="list-style-type: none"> 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision 	<ol style="list-style-type: none"> 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report 	<ol style="list-style-type: none"> 1. minimum of one (1) every (3) three-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report
<p>District teacher personnel files <u>shall contain</u>:</p> <ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Intern records maintained according to KTIP (16 KAR 7:010). <p>District teacher personnel files <u>should contain</u>: (suggested best practice)</p> <ol style="list-style-type: none"> 1. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually). 		
<p><i>*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.</i></p>		
<p>Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.</p>		

Jackson Independent School Yearly Evaluation Timeline

1. Orientation to the evaluation plan, including standards and performance criteria	No later than the end of the first month of employees reporting for work.
2. Develop individual professional growth plan for all certified personnel	No later than the end of the first month of employees reporting for employment.
3. Conduct pre-observation conference	Prior to October 15 th of each school year.
4. Conduct observations and conferences for collecting data regarding performance of non-tenured teacher interns.	Three observations and post observation conferences per school year following KTIP requirements: first by November 15; second by February 15; third by April 10.
5. Conduct observations and conferences for collecting data regarding performance of non-tenured teachers.	Based upon three formal observations and two conferences annually until tenure is achieved.
6. Conduct observations and conferences for collecting data regarding performance of tenured teachers.	Based upon three formal observations and two conferences every three years or as often as deemed necessary.
7. Non-teaching certified employees.	Based upon the tenured, non-tenured status.
8. Administrators	Pre-observation conference prior to October 15; formative and summative conferences prior to June 30; evaluated annually.
9. Continuous observations, conferences, corrective action plans.	At any time based upon necessity.
10. Distribute applications for the local evaluation appeals committee.	Within the month of May.
11. Assess, review, revise if applicable, the current year's professional growth plan.	No later than the last day of the school year.
12. Principal recommendation for non-renewal of contract (non-tenured).	Based in writing to the Superintendent no later than ten days following the summative conference.
13. Request for hearing by the local appeals committee.	Within ten days after receipt of the summative evaluation; local appeals committee conducts hearing of grievance within ten days of the written request.
14. Local appeals committee report.	Within 10 days of the hearing.

Staff Evaluation Procedures

- I. Immediate supervisor will be the primary evaluator.
- | Evaluatee | Evaluator |
|--|--------------------|
| A. Classroom Teacher, Special Teacher,
Librarian, Counselors, Department Heads,
Instructional Assistant, All Other Staff | Principal |
| B. Principal | Superintendent |
| C. Director of Pupil Personnel/Transportation | Superintendent |
| D. Director of Instruction | Superintendent |
| E. Superintendent | Board of Education |
- II. Each Evaluatee will receive a copy of the pre-observation form, formative observation report and summative post-observation evaluation report within a week after the observation.
- III. All staff within one month of reporting for employment will have awareness training annually.
- IV. The evaluation plan is to be reviewed by a committee annually.
- V. Both the formative and summative reports will become a part of the personnel file.
- VI. All personnel are expected to meet the criteria standards to be considered satisfactory in Jackson Independent.
- VII. Intern Teachers & Intern Principals – The intern evaluation reports will replace the district’s formative evaluations. A summative evaluation will have to be completed, however on all interns.
- VIII. All administrators without administrative tenure will be evaluated as a non-tenured teacher until they gain tenure at that particular position.

Phase I

Orientation Plan

In August of each year, but no later than the end of the first month of reporting for work for late staff positions, evaluators are to review the Evaluation Plan with certified personnel whom they will be evaluating. Each employee will be provided a copy of the plan handbook. The contents of the handbook will be reviewed with each certified employee and the forms and the timelines discussed.

Material needed:

- Copy of job description
- Copy of this handbook
- Copy of evaluation instrument(s)
- Copy of classroom observation guide
- Copy of pre-observation and individual growth plan form
- Copy of prior summative evaluation if available

Prior to the implementation of the evaluation program, the superintendent or designated representative will meet with the administrative staff to review the evaluation system. Make personnel assignments, and establish any further review the evaluation system, make personnel assignments, and establish any further necessary criteria. Following this in-service and administration orientation, the administrative staff will then meet with all district staff to present them with this handbook, review instruments to be used in the evaluation program, and to notify staff selected for review for this school year.

Prior to conducting formal evaluation procedures, all principals will attend professional growth in-service on the identification of effective teaching and management techniques, techniques for conducting observation, techniques for conducting evaluation conferences, and techniques for establishing improvement plans.

The conference is to be held prior to October 15 for administrators and teachers at a time mutually convenient to both parties and in an area that provides confidentiality. The evaluator should review the staff person's specific assignment for the year and take notes of any particular concerns in regard to student served, physical work conditions and work assignment. This conference should stress a supportive relationship between the person being evaluated and the supervisor. The staff member should be afforded an opportunity to state personal and professional goals he or she would like to reach this year and for the future. The staff member should provide a self-assessment of his or her work at this time for the purpose of diagnostic need for assistance and for motivation through development of growth goals.

A review of evaluation timelines should be conducted, as well as an opportunity provided to resolve any questions about the instruments to be used. The staff member should inform the evaluator of any schedule or time conflicts that would result in a meaningless observation so these times can be avoided.

Staff members should be made aware that the summative evaluation will be prepared from both formal observations of staff/student interaction and from work that is incidental to that interaction. Any particular areas for growth based on previous summative evaluation recommendations as determined by the administrator should be stated to the staff member directly and clearly, with suggested examples for desired change where possible.

The pre-observation conference should be documented in writing as to the date location, items discussed and specific objectives to be worked on that may not be referenced in the summative evaluation instrument. A pre-observation report and individual growth plan is to be submitted to the evaluator within five days of the conference. This report is to be prepared by the staff person being evaluated and approved by the evaluator.

Instruction for Completing the Growth Plan for Certified Staff /Individual Profession Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor.

Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) © states, “The evaluation system **shall** include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan shall be reviewed annually.**

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

Present Professional Development (PD) Stage

(Select one of the PD stages that matches your personal stage of growth).

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

Growth Goal(s) and Objectives

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring I the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and objective(s)?

Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s).

Additional Support

List any additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal, mentor; I.M. Great, resource teacher.

Expected Impact

Describe the expected impact in terms of improved student performance, change in teacher practice, or completion of finished product.

Target Dates for Completion/Review

Identify the date that you plan to accomplish/review you individualized goal(s) and objective(s).

The superintendent will be provided opportunity for professional growth as identified in KRS 156.11 and 704 KAR 3:406.

Professional Growth and Evaluation Process/Guidelines for Administrators

Principal Interns:

Frequency of formative observations and summative evaluation stipulated in 704 KAR 20:470 (refer to Appendix).

Experienced Administrators:

Summative evaluation shall occur annually (refer to 704 KAR 3:345 Section 4 (2) (h) in Appendix).

Individual Professional Growth Plan

Name: _____

Date: _____

School Year: 2008-2009

Identified School/District Improvement Plan Goal and/or Objective:

[Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.]

Present Professional Development Stage	Goal(s)	Objective(s)	Procedures and Activities	Additional Support	Expected Impact	Target Dates for Completion or Review

Employee's Comments: _____

Supervisor's Comments: _____

Individual Growth Plan Developed:	Annual Review: ___ Achieved; ___ Revised; ___ Continued
_____ Employee's Signature Date	_____ Employee's Signature Date
_____ Supervisor's Signature Date	_____ Supervisor's Signature Date

Jackson Independent Schools
Annual Goal Statement Form for Administrators

School _____

School Year _____

Administrator _____

Current Date _____

(Use one Goal Statement Form for each goal).

Goal Statement

(State in general terms the goal to be achieved during the school year):

Achievement Strategies

(List specific steps to be followed to achieve the goal):

Support Services

(Identify physical, fiscal, personnel resources necessary to achieve the goal):

Appraisal Method

(What process will be used to assess achievement of the goal?):

Feedback Conference

(When will the supervisor provide feedback regarding achievement of the goal?):

Summative Conference Date

(On what approximate date will the supervisor assess achievement of the goal?):

Goal Statement Feedback Form

Administrator _____

School _____

Evaluator _____

Feedback Conference

Administrator's assessment of progress toward achievement of goal (Describe the progress made in achieving the goal, sign, and date).

Evaluator's assessment of progress toward achievement of goal (Describe the progress made in achieving the goal, sign and date).

Notes:

Any additional comments should be appended to this form and initialed by the principal and the evaluator. Typically, the administrator responds initially and the evaluator responds following the discussion.

Goal Statement Feedback Form

Administrator _____

School _____

Evaluator _____

Goal:

Feedback conference date(s):

Support services utilized:

Administrator’s assessment of achievement of goal.
(Describe the achievement of the goal, sign, and date)

Evaluator’s assessment of achievement of goal.
(Describe the achievement of the goal, sign, and date)

Evaluator’s assessment of progress toward achievement of goal.
(Describe the progress made in achieving the goal, sign, and date)

ADMINISTRATOR’S SIGNATURE

DATE

EVALUATOR’S SIGNATURE

DATE

(Signatures imply the information has been discussed)

Note: Any additional comments should be appended to this form and initialed by the principal and the evaluator.

Phase II Observations

Observations may be conducted with or without prior notification to a staff member. They must be of sufficient time to accurately reflect both staff preparation for a particular activity and for a particular activity and for extended interaction with students. Observations may be conducted by the immediate supervisor or by other administrative staff.

The evaluator should be as little distraction to the evaluatee as possible and should not intervene unless there is a very unusual situation. The evaluator's presence should be acknowledged by the staff member, but no further dialogue should be expected during the time of observation.

The observer should complete the observation sheet and include suggestions for improvement for immediate feedback to the staff member. Other observation forms or techniques, such as scripting, may be used in addition to the approved observation form for teacher, but cannot be used as substitute for the approved form. Principals and other administrative staff may be observed through scripting of their activities.

Persons performing at or above expected levels will use this opportunity for further goal development. A conference should follow the observation within five working days to discuss the observation and to develop or refine the individual growth plan. The post-observation conference must include the observer, the immediate supervisor and the staff member who has been observed.

When suggestions for improvements are made, the evaluator should document resource help for the staff member and identify various activities or strategies that can be used by the staff member to make the needed improvements. Suggestions might include consultation with instructional resource staff, attendance at professional conferences, recommendations of professional readings, observations of demonstration teaching, clinical observations of videotaping of actual teaching, or forming a partnership with another staff person who excels in the defined area.

Standards and Indicators for School Improvement

<p>Standard 1: Academic Performance - Curriculum</p> <p>1.1a - Aligned with academic expectations, core content, program of studies 1.1b - Discussions among schools regarding curriculum standards 1.1c - Discussions among schools to eliminate overlaps, close gaps 1.1d - Vertical communication with focus on key transition points 1.1e - Links to continuing education, life and career options 1.1f - Process to monitor, evaluate and review curriculum 1.1g - Common academic core for all students</p>	<p>Standard 4 - Learning Environment - School Culture</p> <p>4.1a - Leadership supports a safe, orderly, and equitable environment 4.1b - Leadership belief that all children can learn at high levels 4.1c - Teachers hold high expectations for all students. 4.1d - Staff involved in decision-making 4.1e - Teachers recognize and accept their professional role in student success and failure 4.1f - Assigns staff to maximize opportunities for all students 4.1g - Teachers communicate regularly with families about individual students' progress 4.1h - There is evidence that the teachers and staff care about students 4.1i - Multiple communication strategies and contexts are used for the dissemination of information 4.1j - There is evidence that student achievement is valued and celebrated 4.1k - Equity and diversity are valued and supported</p>	<p>Standard 7 – Efficiency – Leadership Instructional Decisions Focus On Support for Teaching/Learning, Learning Culture, and Developing Leadership Capacity</p> <p>7.1a – Leadership developed shared vision 7.1b – Leadership decisions are collaborative, data driven performance 7.1c – Leadership desaggregates data 7.1d – Leadership provides access to curriculum and data 7.1e – Leadership provides access to curriculum and data 7.1f – Leadership maximizes time effectiveness 7.1g – Leadership provides resources, monitors progress, removes barriers to learning 7.1h – Leadership ensures safe and effective learning 7.1i – Leadership ensures necessary SBDM policies 7.1j – SBDM has intentional focus on student academic performance 7.1k – Leader has skills in academic performance, learning environment, efficiency</p>
<p>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</p> <p>2.1a - Classroom assessments of student learning are frequent, rigorous, and aligned 2.1b - Teachers collaborate in the design of authentic assessment tasks aligned 2.1c - Students can articulate the expectations, know requirements 2.1d - Test scores are used to identify curriculum gaps. 2.1f - Performance standards are clearly communicated, evident in classrooms and observable 2.1g Assessment Program is coordinated by school and district leadership. 2.1h - Samples of student work are analyzed</p>	<p>Standard 5 – Learning Environment – Student, Family and Community Support</p> <p>5.1a – Families and communities active partners 5.1b – All students have access to all curriculum 5.1c – School provides organizational structure 5.1d – Student instructional assistance outside of classroom 5.1e – Accurate student record keeping system</p>	<p>Standard 8 – Efficiency – Organizational Structure and Resources Organizes Maximizes Time, Space, Resources... Organization of the School</p> <p>8.1a – Maximizes organization and resources for achievement 8.1b – Master schedule provides all students access 8.1c – Staffing based on student needs 8.1d – Staff's efficient use of time to maximize learning 8.1e – Team vertical and horizontal planning focused on improvement plan 8.1f – Schedule aligned with student learning needs Resource Allocation and Integration 8.2a – Resources used, equitable 8.2b – Discretionary funds allocated on data based needs 8.2c – Funds aligned with CP goals 8.2d – State/Federal funds allocated with CP goals and data needs</p>
<p>Standard 3 - Academic Performance - Instruction</p> <p>3.1a - There is evidence that effective and varied instructional strategies are used in all classrooms. 3.1b - Instructional strategies and learning activities are aligned with the district, school, and state learning goals 3.1c - Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles 3.1d - Teachers demonstrate the content knowledge 3.1e - Teachers incorporate the use of technology in their classroom 3.1f - Instructional resources are sufficient to effectively deliver the curriculum 3.1g – Teacher collaboration to review student work 3.1h – Homework is frequent, monitored and tied to instructional practice</p>	<p>Standard 6 – Learning Environment – Professional Growth Development and Evaluation</p> <p>Researched-based, Professional Development and Performance Evaluation to improve teaching and learning Professional Development 6.1a – Long term professional growth plans 6.1b – Building capacity with on-going plans 6.1c – Staff development aligned with student performance goals 6.1d – School improvement goals connected to student learning goals 6.1e – PD ongoing and job embedded 6.1f – PD aligned to analysis of test data Professional Growth and Evaluation 6.2a – School has clearly defined evaluation process 6.2b – Leadership provides sufficient PD resources 6.2c – Evaluations and growth plans effectively used 6.2d – Evaluation process meets or exceeds statutes 6.2e – Improvement plan identifies specific instructional leadership needs 6.2f – Leadership provides evaluation follow-up and support</p>	<p>Standard 9 – Efficiency – Comprehensive and Effective Planning</p> <p>School Improvement Plan... Defining the School's Vision, Mission, Beliefs 9.1a – Collaborative process Development of the Profile 9.2a – Planning process involves collecting, Managing and analyzing data 9.2b – Uses data for school improvement planning Defining Desired Results for Student Learning 9.3a – Plans reflect research/expectations for learning and are reviewed by team 9.3b – Staff analysis student learning needs 9.3c – Desired learning results are defined Analyzing Instructional and Organizational Effectiveness 9.4a – Data used to determine strengths and limitations 9.4b – School goals are defined Development of the Improvement Plan 9.5a – School improvement action steps aligned with goals and objectives 9.5b – Plan identifies resources, timelines & person responsible 9.5c – Process to effectively evaluate plan 9.5d – Plan aligned with mission, beliefs, school profile, desired results Implementation and Documentation 9.6a – Plan implemented as developed 9.6b – Evaluate degree of student learning set by plan 9.6c – Evaluate student performance according to plan 9.6d – Evidence to sustain the commitment to continuous improvement</p>

Evaluation Standards and Performance Criteria for Teachers

The following performance evaluation standards and performance criteria are based on the Experienced Teacher Standards adopted June 1994 and revised May 1999 by the Education Professional Standards Board Upon the Recommendation of the Kentucky Council on Experienced Teacher Standards for Preparation and Certification.

Evaluation Standards for Teachers

16 KAR 1:010. Standards for Certified School Personnel.

Standard 1. The teacher demonstrates applied content knowledge.

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

Standard 2. The teacher designs and plans instruction.

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

Standard 3. The teacher creates and maintains learning climate.

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

Standard 4. The teacher implements and manages instruction.

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

Standard 5. The teacher assesses and communicates learning results.

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

Standard 6. The teacher demonstrates the implementation of technology.

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

Standard 7. The teacher reflects on and evaluates teaching and learning.

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

Standard 8. The teacher collaborates with colleagues, parents, and others.

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

Standard 9. The teacher evaluates teaching and implements professional development.

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

Standard 10. The teacher provides leadership within the school, community, and profession.

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

(26 Ky.R. 503; Am. 750; eff. 10-11-99; recodified from 704 KAR 20:730, 7-2-2002; 34 Ky.R. 1074; 1686; eff. 2-1-2008.)

Kentucky Teacher Standards and Indicators

Standard 1: The Teacher Demonstrates Applied Content Knowledge

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

Standard 2: The Teacher Designs and Plans Instruction

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

Standard 3: The Teacher Creates and Maintains Learning Climate

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

Standard 4: The Teacher Implements and Manages Instruction

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

Standard 5: The Teacher Assesses and Communicates Learning Results

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

Standard 6: The Teacher Demonstrates the Implementation of Technology

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

Standard 7: The Teacher Reflects on and Evaluates Teaching and Learning

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

Standard 8: The Teacher Collaborates with Colleagues/Parents/Others

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

Standard 9: The Teacher Evaluates Teaching and Implements Professional Development

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

Standard 10: The Teacher Provides Leadership within School/Community/Profession

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment
- 10.2 Develops a plan for engaging in leadership activities
- 10.3 Implements a plan for engaging in leadership activities
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts
- 10.5 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results, and performs duties consistent with school, community goals & administrative regulations.
- 10.6 Adherence to the professional code of ethics as outlined by 704 KAR 20:680

Pre-Observation

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

Teacher _____ Observer _____ Position _____

School _____ Date _____ Time _____

Content Area/Grades _____ No. Students w/IEP's _____ No of Students _____

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

Academic Expectations Targeted # _____ # _____ # _____

Major Lesson Content (Unit study) _____

Assessment of Lesson (Culminating Performance) _____

Special/unique situations or circumstances of which observer should be aware:

Other comments/concerns: _____

Professional Growth (Area of Concentration) _____

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
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DATA COLLECTION SUMMARY

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

Observee _____ Content Area Grade(s) _____

Observer _____ Position _____

Classroom Observation Information:

Date _____ Unit of Study/Lesson _____

Time _____ Academic Expectations (No.'s) _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE	
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
1.1 Communicates concepts, processes, and knowledge.	
Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
1.2 Connects content to life experiences of student.	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
1.4 Guides students to understand content from various perspectives.	
Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
1.5 Identifies and addresses students' misconceptions of content.	
Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION	
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
2.1 Develops significant objectives aligned with standards.	
Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based students' needs, interests and abilities.
2.2 Uses contextual data to design instruction relevant to students.	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instructions based on contextual i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives.	
Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	
Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	
Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking..	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE	
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
3.1 Communicates high expectations.	
Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives..	Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
3.2 Establishes a positive learning environment.	
Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
3.3 Values and supports student diversity and addresses individual needs.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to support student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students.	
Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
3.5 Provides a safe environment for learning	
Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION	
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
4.2 Establishes a positive learning environment.	
Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
4.3 Uses time effectively.	
Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
4.4 Uses space and materials effectively.	
Initial-Level Performance	Advanced-Level Performance
Uses classroom space and material effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	
Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS	
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	

5.1 Uses pre-assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
5.2 Uses formative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
5.3 Uses summative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure students achievement.
5.4 Describes, analyzes, and evaluates student performance data.	
Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
5.5 Communicates learning results to students and parents.	
Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
5.6 Allows opportunity for student self-assessment.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY	
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
6.1 Uses pre-assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
6.2 Uses available technology to implement instruction that facilitates student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
6.3 Integrates student use of available technology into instruction.	
Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to	Provides varied and authentic opportunities for all students

enhance learning outcomes and meet diverse students' needs.	to use appropriate technology to further their learning.
6.4 Uses available technology to assess and communicate student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
6.5 Demonstrates ethical and legal use of technology.	
Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING	
The teacher reflects on and evaluates specific teaching/learning situations and/or programs	
7.1 Uses pre-assessments.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
7.2 Uses data to reflect on and evaluate instructional practice.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
7.3 Uses data to reflect on and identify areas for professional growth.	
Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

STANDARD 8: COLLABORATE WITH COLLEAGUES/PARENTS/OTHERS	
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team member, think and solve problems, and integrate knowledge.	
8.1 Identifies students whose learning could be enhanced by collaboration.	
Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties..	
Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	
Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and indentify nest steps.	Uses appropriate student performance data to describe, analyze and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT	
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.	
9.1 Self assesses performance relative to Kentucky’s Teacher Standards.	
Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on the Kentucky Teacher Standards.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and beedback from colleagues.	
Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
9.3 Designs a professional growth plan that addresses identified priorities.	
Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
9.4 Shows evidence of professional growth and reflection on the identified priority ares and impact on instructional effectiveness and student learning.	
Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact of instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION	
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	
Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one	Identifies leadership opportunities within the school, community, or professional organizations to advance

with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	learning, improve instructional practice, facilitate professional development of colleagues, or advocate position change; and selects an opportunity to demonstrate initiative, planning, organizations a and professional judgment.
10.2 Identifies leadership opportunities that enhance student learning and/or professional environment of the school..	
Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities.	
Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	
Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.
10.5 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results and performs duties consistent with school, community goals & administrative regulations.	
Initial-Level Performance	Advanced-Level Performance
Follows basic requirements of teacher responsibilities and duties, including attendance and punctuality, criteria as outlined in district procedures manual.	Bases responsibilities and duties to school, including attendance and punctuality, above the district required minimum upon the needs of students, school, and district.
10.6 Adherence to the professional code of ethics as outlined by 704 KAR 20:680	
Initial-Level Performance	Advanced-Level Performance
Adherence to the professional code of ethics as outlined by 704 KAR 20:680.	Adherence to the professional code of ethics as outlined by 704 KAR 20:680.

Jackson Independent School Walk-Through Observation Form

Teacher: _____

Date: _____

Subject: _____

Indicator	Satisfactory	Needs Improvement	Not Observed
Instructional Organization			
Presentation of Subject Matter			
Students "On-Task"/Involved			
Communication: Verbal and Non-Verbal			
Management of Student Conduct			
Physical Setting of Classroom			
Overall Classroom Performance			
Core Content Addressed			
Best Practices Implemented			
Appropriate Assessment Activities			

Comments: _____

Teacher Signature: _____

Please sign and return a copy to the building principal. This does not constitute a formal, evaluation observation. It is to be considered as a formative instrument used to acknowledge positive teaching methods as well as areas of instruction that you may want to address. Your signature does not indicate your agreement with this report but only that you have received a copy from the observer.

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

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

Review the following standard titles and descriptions of each:

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

Evaluation Standards and Performance Criteria for Education Administrators

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

Standard 1: Vision

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

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

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

Standard 2: School Culture and Learning

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

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

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

Standard 3: Management

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

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

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

Standard 4: Collaboration

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

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

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

Standard 5: Integrity, Fairness, Ethics

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

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

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

Standard 6: Political, Economic, Legal

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

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

A.	Advocate for children, families, and caregivers
B.	Act to influence local, district, state, and national decisions affecting student learning
C.	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
D.	Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results, and performs duties consistent with school, community goals & administrative regulations.
E.	Adherence to the professional code of ethics as outlined by 704 KAR 20:680
Notes	

Data Collection Summary

Education 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 _____ Activity Observed _____

Time _____ Product Critiqued _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

Notes

Standards/Performance Criteria

Standard 1: Vision
<p>Knowledge: <i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • learning goals in a pluralistic society • the principles of developing and implementing strategic plans • systems theory • information sources, data collection, and data analysis strategies • effective communication • effective consensus-building and negotiation skills <p>Observations:</p>
<p>Dispositions: <i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> • the educability of all • a school vision of high standards of learning • continuous school improvement • the inclusion of all members of the school community • ensuring that students have the knowledge, skills, and values needed to become successful adults • a willingness to continuously examine one's own assumptions, beliefs, and practices • doing the work required for high levels of personal and organization performance <p>Observations:</p>
<p>Performances: <i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> • the vision and mission of the school are effectively communicated to staff, parents, students, and community members • the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities • the core beliefs of the school vision are modeled for all stakeholders • the vision is developed with and among stakeholders • the contributions of school community members to the realization of the vision are recognized and celebrated • progress toward the vision and mission is communicated to all stakeholders • the school community is involved in school improvement efforts • the vision shapes the educational programs, plans, and actions • an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated • assessment data related to student learning are used to develop the school vision and goals • relevant demographic data pertaining to students and their families are used in developing the school mission and goals • barriers to achieving the vision are identified, clarified, and addressed • needed resources are sought and obtained to support the implementation of the school mission and goals • existing resources are used in support of the school vision and goals • the vision, mission, and implementation plans are regularly monitored, evaluated, and revised <p>Observations:</p>

Standard 2: School Culture and Learning

Knowledge:

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Observations:

Dispositions:

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Observations:

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Observations:

Standard 3: Management

Knowledge:

The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Observations:

Dispositions:

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Observations:

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Observations:

Standard 4: Collaboration

<p>Knowledge: <i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • emerging issues and trends that potentially impact the school community • the conditions and dynamics of the diverse school community • community resources • community relations and marketing strategies and processes • successful models of school, family, business, community, government and higher education partnerships <p>Observations:</p>
<p>Dispositions: <i>The administrator believes in, values, and is committed to:</i></p> <ul style="list-style-type: none"> • schools operating as an integral part of the larger community • collaboration and communication with families • involvement of families and other stakeholders in school decision-making processes • the proposition that diversity enriches the school • families as partners in the education of their children • the proposition that families have the best interests of their children in mind • resources of the family and community needing to be brought to bear on the education of students • an informed public <p>Observations:</p>
<p>Performances: <i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> • high visibility, active involvement, and communication with the larger community is a priority • relationships with community leaders are identified and nurtured • information about family and community concerns, expectations, and needs is used regularly • there is outreach to different business, religious, political, and service agencies and organizations • credence is given to individuals and groups whose values and opinions may conflict • the school and community serve one another as resources • available community resources are secured to help the school solve problems and achieve goals • partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals • community youth family services are integrated with school programs • community stakeholders are treated equitably • diversity is recognized and valued • effective media relations are developed and maintained • a comprehensive program of community relations is established • public resources and funds are used appropriately and wisely • community collaboration is modeled for staff • opportunities for staff to develop collaborative skills are provided <p>Observations:</p>

Standard 5: Integrity, Fairness, Ethics
<p>Knowledge: <i>The administrator has knowledge and understanding of:</i></p>

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Observations:

Dispositions:

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Observations:

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Observations:

Standard 6: Political, Economic, Legal

Knowledge:

The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation

- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society
- Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results, and performs duties consistent with school, community goals & administrative regulations.
- Adherence to the professional code of ethics as outlined by 704 KAR 20:680

Observations:

Dispositions:

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Observations:

Performances:

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Observations:

Phase III Summative Evaluation

The summative evaluation must be conducted by the immediate supervisor. The evaluation is to take place at a conference to be conducted within 140 working days after the school year begins for teachers and prior to June 30 for administrators. If non-renewal or demotion of an administrative member is being considered, the summative evaluation must be completed within 140 working days after the school year begins in order to provide due process hearing rights to the staff member.

The conference should be conducted no later than one work week following final evaluation activities. The meeting should be scheduled at a time mutually convenient to both parties and held at a location that provides confidentiality. The checklist evaluation instrument indicating both strengths and weaknesses should be completed prior to the conference by the evaluator with specific comments added where appropriate.

The staff members should have an opportunity to reflect his or her feelings and opinions and be made aware that a response in writing is an option.

The conference should be concluded with the completion of the summative evaluation report. A copy of the summative evaluation is to be filed in the staff member's personnel file in the superintendent's office. All copies of observations and supportive reports are to be maintained by the immediate supervisor for review if needed at a later date.

The marked indicators and comments from the summative evaluation report should become the basis for the Individual Growth Plan to initiate the next evaluation cycle.

SUMMATIVE CONFERENCING FORM
Education Administrators
ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN

SUMMATIVE EVALUATION

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

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

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

Standards/Performance Criteria

<p align="center">1: Vision</p> <p align="center"><i>The education leader promotes the success of every student by:</i></p>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

2: School Culture and learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
Overall rating for Summative Evaluation Form				

3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

4: Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Ensures a system of accountability for every student's academic and social success				
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior				
C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential, moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM
Education Administrators

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
D. Performance of responsibilities related to assignment including, attendance and punctuality and evaluating results, and performs duties consistent with school, community goals & administrative regulations.				
E. Demonstration of professional growth as required by school district policy.				
F. Adherence to the professional code of ethics as outlined by 704 KAR 20:680.				
Overall rating for Summative Evaluation Form				

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

Tenured _____
 Non-Tenured _____

Summative Evaluation For Teachers

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

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

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

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

Ratings:

Teacher Standards:

- STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE
- STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
- STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE
- STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION
- STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
- STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
- STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
- STANDARD 8: COLLABORATE WITH COLLEAGUES/PARENTS/OTHERS
- STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT
- STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

Meets

*Does Not Meet

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Evaluator _____ Signature

Opportunities for appeal processes at both the local and state levels are a part of Jackson Independent School district evaluation plan.

Employment Recommendation to Central Office: _____ Meets teacher standards for re-employment
 _____ Does not meet teacher standards for re-employment

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

**Any rating in the "does not meet" column requires the development of an Individual Corrective action Plan.*

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

Individual Corrective Action Plan For

Date _____ Worksite _____

Standard No.	*Present "PG" Stage	Growth Objective/Goal(s)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

***Professional Growth Plan Stages: O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact**

SUMMATIVE EVALUATION FOR ADMINISTRATORS

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s)	<u>1st</u> _____	<u>2nd</u> _____	<u>3rd</u> _____	<u>4th</u> _____
Date(s) of Conference(s)	<u>1st</u> _____	<u>2nd</u> _____	<u>3rd</u> _____	<u>4th</u> _____

Ratings:

Administrator Standards:

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

Meets

***Does Not Meet**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating

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

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>	<u>6.</u>
-----------	-----------	-----------	-----------	-----------	-----------

Evaluatee's Comments:

Evaluator's Comments:

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

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

Opportunities for appeal processes at both the local and state levels are a part of Jackson Independent School District's evaluation plan.

Employment Recommendation to Central Office:

_____	Meets administrator standards for re-employment
_____	Does not meet administrator standards for re-employment

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

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

Jackson Independent Schools

Central Office Staff Summative Report

I. Administrator's Accomplishments/Strengths

II. Problems or Areas of Growth/Improvement

_____ Satisfactory Evaluation

The administrator meets the expectations for the job and job description to the satisfaction of the evaluator.

_____ Unsatisfactory Evaluation

The administrator does not meet the expectations for the job and job description to the satisfaction of the evaluator.

Date: _____ Evaluator: _____

Date: _____ Evaluatee: _____

Appeal Process

From JISD Board Policy 3.18

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint (12) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents (no less than 3 days) to be given to the hearing committee and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by is/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL RECOMMENDATIONS

The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

SUPERINTENDENT

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Request for Appeal Hearing of Evaluation
(Send Appeal to Chairperson of Appeal Panel)

Evaluatee _____

Appeal Date _____

Evaluator _____

School _____

Date of Evaluation Under Appeal _____

Statement of Appeal:

Appeal Response:

Date _____

I hereby grant permission to have my evaluation records presented to the Appeals Committee.

Signature

(Use attachments as needed)
Jackson Independent
Certified Performance Responsibilities

Classroom Teacher

Qualifications: As set by State Certification Authorities

Reports to: Principal

Supervises: Students

Job Goal: To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

Performance Responsibilities:

- A. Meets and instructs assigned classes in the locations at the times designated.
- B. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district.
- C. Prepares for classes assigned and shows written evidence of preparation upon request of immediate supervisor.
- D. Encourages students to set and maintain standards of classroom behavior.
- E. Employs a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- F. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
- G. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- H. Evaluates student progress on a regular basis.
- I. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- J. Assists in upholding and enforcing school rules, administrative regulations, and board policy.
- K. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- L. Attends and participates in faculty meetings.
- M. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
- N. Assists in the selection of books, equipment, and other instructional materials.
- O. Accepts a share of responsibility for co-curricular activities as assigned.
- P. Works to establish and maintain open lines of communication with students and their parents concerning progress of all assigned students.
- Q. Establishes and maintains cooperative relations with others.

R. Provides for his/her own professional growth through an on-going program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.

Terms of employment: 187 Days

Evaluation: Performance of this job will be evaluated annually in accordance with provisions on the Board's Performance Management System.

**Jackson Independent
Certified Performance Responsibilities**

School Librarian

Qualifications: As set by State Certification Authorities

Reports to: Principal

Supervises: Student and/or Volunteer Aides

Job Goal: To provide each student with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing, growth, and aid students in acquiring the skills needed to take full advantage of library sources..

Performance Responsibilities:

- A. Evaluates, selects, and requisitions new library materials.
- B. Assists teachers in the selection of books and other instructional material.
- C. Informs teachers and other staff members concerning new materials the library acquires.
- D. Maintains a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on use of the system.
- E. Arranges for interlibrary loan of materials of interest or use to teachers.
- F. Works with teachers in planning those assignments likely to lead to extended use of library resources..
- G. Promotes appropriate conduct of students using library facilities.
- H. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments..
- I. Presents and discusses materials with a class studying a particular topic, on the invitation of the teacher.
- J. Participates at curriculum meetings.
- K. Counsels with and gives reading guidance to students who have special reading problems or unusual intellectual interests..
- L. Arranges attractive book-related displays and exhibits.
- M. Prepares and administers the library budget.
- N. Supervises library aides in the performance of their duties.

Terms of employment: 187 Days

Evaluation: Performance of this job will be evaluated annually in accordance with provisions on the Board's Performance Management System.

Jackson Independent Certified Performance Responsibilities

Substitute Teacher

Qualifications: As set by State Certification Authorities

Reports to: Principal and Teacher

Supervises: Students

Job Goal: To assure the smooth and efficient operation of the classroom during the regular teacher's absence.

Performance Responsibilities:

- A. Meets and instructs assigned classes in the locations at the times designated.
- B. Maintains accurate, complete and correct records as required by district regulations.
- C. Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
- D. Strives to implement the district's philosophy of education and instructional goals and objectives.
- E. Establishes and maintains cooperative relations with others.
- F. Responsible for extra service duties when it is the assignment of the teacher for whom he/she is substituting
- G. Responsible for knowing and following the safety rules and proper procedures associated with the responsibilities of their job.
- H. Perform other duties as assigned.

Terms of employment: As needed within the school district

Evaluation: Performance of this job will be evaluated annually in accordance with provisions on the Board's Performance Management System.