

**Spencer County Public Schools  
Certified Staff Evaluation Plan**



**MEETING THE  
CHALLENGE  
TO ENGAGE ALL  
STUDENTS**

June, 2009



## Certified Personnel Evaluation Plan 2009

<u>Spencer County</u>	502-477-3250
Name of District	Telephone

Charles Adams
Superintendent

207 W. Main Street	Taylorsville, KY	40071
Street Address	City/State	Zip Code

Norma Thurman	Assistant Superintendent	502-477-3250
Evaluation Contact Person	Position	Telephone

*Evaluation Plan Committee Members and Their Position Titles:*

NAME	POSITION
Rick Vincent	Spencer County Elementary School Asst. Principal
Gina Pollett	Spencer County Elementary School Teacher
Chuck Abell	Taylorsville Elementary School Principal
Janet Day	Taylorsville Elementary School Teacher
Ed Downs	Spencer County Middle School Asst. Principal
Luke Penrod	Spencer County Middle School Teacher
Dale Kleinjan	Spencer County High School Principal
Robert Brown	Spencer County High School Teacher

Facilitator: Norma Thurman	Assistant Superintendent
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*The two (2) Appeals Panel teacher members are elected in a yearly districtwide election prior to September 30; another certified member is appointed by the Superintendent.*

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*\*The forms for specific jobs other than teacher and administrator are provided for employees in those positions and their supervisors.*

**ASSURANCES  
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

**The local district hereby assures the Commissioner of Education that:**

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

All certified personnel will be made aware no later than the end of the first month of reporting for employment for each school year of the criteria by which they are to be evaluated.. The evaluation of each staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) annually that shall be aligned with the school consolidated plan and professional development plan as well as the district professional development goals. Each PGP plan will comply with all requirements of 704 KAR 3:345.

All administrators and non-tenured teachers will be evaluated annually.

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

All monitoring and observation will be open and with the full knowledge of the teacher/administrator and will include both formative and summative procedures as outlined in this document.

Following each formal observation, each evaluatee will participate in a post-observation conference within one week of the observation.

Each person evaluated shall have a conference with the evaluator regarding his/her summative report and will be given a copy of the report.

Each person evaluated will be provided the opportunity to appeal his/her summative evaluation through the appeals process.

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

This evaluation plan will be reviewed annually and any substantive revisions will be submitted to the Department of Education.

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

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education  
704 KAR 20:680

\_\_\_\_\_  
Date

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 REQUIRES THAT THE Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for Revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

### **Section 1. Certified Personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

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#### **To Students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional services, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

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#### **To Parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

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#### **To the Education Profession**

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

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Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R.2344; eff. 5-4-95.)

#### **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>		
<p><b>Initial Conference and Pre-conference(s) (prior to each observation)</b></p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>	<p><b>Pre-conference(s) (prior to each observation)</b></p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>	<p><b>Pre-conference(s) (prior to each observation)</b></p> <ol style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ol>
<p><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>3. use KTIP Form</li> </ol> <p><b>*More observations may occur when results are unsatisfactory</b></p>	<p><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of two (2) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> </ol> <p><b>*More observations shall occur when results are unsatisfactory</b></p>	<p><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>*1. minimum of one (1) every (3) three-year period when results are satisfactory</li> <li>2. prior to each formative conference</li> </ol> <p><b>*Multiple observations shall occur when results are unsatisfactory</b></p>
<p><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of three (3) per year</li> <li>2. intern/intern committee</li> <li>3. conference with intern follows observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>6. written reports</li> </ol> <p><b>*More conferences may occur when observation results are unsatisfactory</b></p>	<p><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of two (2) per year</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> </ol> <p><b>*More conferences shall occur when observation results are unsatisfactory</b></p>	<p><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>*1. minimum of one (1) every (3) three-year period when results are satisfactory</li> <li>2. evaluator/evaluatee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> </ol> <p><b>*Multiple conferences shall occur when observation results are unsatisfactory</b></p>
<i>SUMMATIVE PHASE (decision-making)</i>		
<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between intern and intern committee</li> <li>2. one time</li> <li>3. includes all data collected</li> <li>4. held at the end of the cycle</li> <li>5. completed (written) report provided to the intern</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ol>	<p><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once every (3) three-year period</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ol>
<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. one time</li> <li>2. summary/conclusions from all formal and informal evaluation data</li> <li>3. written report and decision</li> </ol>	<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>	<p><b>Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>1. minimum of one (1) every (3) three-year period</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ol>
<p>District teacher personnel files <i>shall contain</i>:</p> <ol style="list-style-type: none"> <li>1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle.</li> <li>2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually).</li> <li>3. Intern records maintained according to KTIP 704 KAR 20:690</li> </ol>		
<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 704 KAR 20:690 (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>		

### 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.

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

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

**Categories of Performance Evaluation:**

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention
4. **DOES NOT ACHIEVE** – serious failure to meet standard

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

**Individual Support Plan:** a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating on the summative evaluation or unsatisfactory performance at any time during the school year. Specific assistance and activities are identified and progress monitored.

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

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

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

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

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

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

**Formal observation:** a scheduled classroom observation of a lesson

**Indicators:** measurable behaviors and outcomes which demonstrate performance

**Informal observation:** an observation whereby the evaluator observes performance without prior announcement. This shall be followed within five (5) working days by a post-observation conference if concerns are noted by the evaluator. These observations may be conducted as frequently as deemed necessary.

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

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

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

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

**Pre-conference:** a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observations

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

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

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

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

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

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

## **SPENCER COUNTY PUBLIC SCHOOLS CERTIFIED PERSONNEL EVALUATION**

*Evaluation* means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on 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 a professional growth plan. (704 KAR 3:345)

Evaluation is to promote the continuation of professional competence, to identify areas for professional growth and to assist in making personnel decisions. The purpose of performance appraisal is to improve instruction, curriculum, assessment and other professional responsibilities.

### **Legal Basis**

The district evaluation plan will be in compliance with KRS 156.101, 704 KAR 3:345, Spencer County Board Policy 3.18.

### **Evaluation Schedule**

**Administrators**--all are evaluated annually by the superintendent or designated staff member who has been trained to do administrative evaluations. A formative data collection form may be used. The evaluator may use other data collection processes and forms as he/she deems appropriate. A summative evaluation form will be completed by the primary evaluator and will be reviewed during a summative conference. The principal internship process can substitute for the formative process with the local summative instrument being used.

**Certified personnel on LIMITED (*non-tenured*) contract**--are evaluated annually using the process outlined below with the exception of first year teachers. The procedures established by the Kentucky Teacher Internship Program will be substituted for the evaluation process of teacher interns with the evaluator completing the summative evaluation form which is used for all staff for each intern.

**Educators on CONTINUING (*tenured*) contract**—evaluation is scheduled for every third year; however, it can be conducted at any point in time where performance of the educator is outstanding and written recognition is desirable or when performance indicates that improvement is needed.

The immediate supervisor of the certified employee is the primary evaluator. Additional trained administrative personnel, such as the assistant principal or instructional supervisor, may be used to observe and provide information to the primary evaluator.

Itinerant teachers will be assigned to a principal by the district evaluation coordinator. The evaluator of an itinerant teacher will seek and utilize information and documentation provided by the staff member's other supervisor(s).

The local board of education will annually evaluate the superintendent as indicated in the approved evaluation plan.

## Letters and Memos

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

## Confidentiality

Every effort must be made to keep the evaluation process confidential between the designated parties. Indiscriminate talk, conjecture or comparison of evaluations on the part of the evaluatee or administrator could be detrimental to the individual and to the process of education in the school district. It is not the desire of the district to reflect publicly on the evaluatee's employment status.

## Evaluation Timetable

First month of school	Orientation; notification of employees on summative cycle
October 1	Development of individual Professional Growth Plans
September-April	Observations and conferences
April 15	All PGPs reviewed and summative evaluations completed for non-tenured employees; Principal recommendations for non-renewal of non-tenured staff in writing to Superintendent
May 15	All completed summative forms and PGPs for regular certified staff filed with Superintendent
June 15	All completed summatives and PGPs for administrators filed with Superintendent

## How the Process Works

**ORIENTATION:** An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first month of reporting for employment

each school year. All employees who are newly hired during the school year will receive training within their first month of employment. At this time the evaluator shall:

- check to see that each teacher has a copy of his/her job description
- explain the purposes of evaluation
- clarify expectations
- discuss the process, performance criteria and forms on which teacher are to be evaluated
- explain to building personnel the indicators for performance criteria that are building-specific, based on the school's consolidated plan goals, professional development plan, or other factors
- explain that the immediate supervisor shall be designated as the primary evaluator but additional trained administrative personnel may be used to observe and provide information to the primary evaluator
- explain that all monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

Certified staff should sign an attendance roster as a record of orientation.

## **PROCEDURE:**

### **Formative Data Collection**

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

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

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

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

*Tenured teachers* must have at least one (1) formal classroom observation during the year their summative is due. Tenured teachers may have a formal observation each year with the pre-observation form and post-observation conference being part of the evaluation process. A post-

observation conference shall occur within five (5) working days following the observation. Additional observations and conferences shall be conducted as needed in accordance with 704 KAR 3:345; Section 4; (2) (f) which reads, “Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.” The evaluation process may also include data collected from informal observations, lesson plans, student products, records, etc.

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

Walk-through documents will be shared with teachers prior to conducting walk-through observations.

### **Summative Evaluation**

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

During the summative evaluation conference, the evaluator shall review and discuss each Evaluation Standard and indicate whether the performance criteria have been achieved, not achieved, or if growth is needed. The Summative Evaluation Form is signed by both the evaluator and evaluatee. The evaluatee may attach additional comments to the evaluation. The summative evaluation forms for non-tenured employees or any employee on an Individual Support Plan are submitted to the Superintendent by April 15. The summative evaluation forms for all other tenured employees shall be completed and submitted to the Superintendent by May 15. The summative evaluation forms for administrators shall be completed and submitted to the Superintendent by June 15.

Throughout the process, copies of formative and summative evaluation forms will be provided for the evaluatee.

### **Professional Growth Plan (PGP)**

An individual Professional Growth Plan for all evaluatees shall be developed and or reviewed annually. Development of the PGP is the responsibility of both the evaluator and the evaluatee. The PGP must be aligned with specific goals and objectives of the school’s comprehensive improvement plan but also allows for individual growth as measured by the Evaluation Standards.

This PGP should be completed/reviewed by October 1. Employees hired after the beginning of the school year should complete the PGP within one month after being hired.

### **Individual Support Plan (ISP)**

An Individual Support Plan may be written at any time during the school year, but must be written if evaluatee receives a “Does Not Achieve” on the summative form.

An Individual Support Plan may be developed for two purposes: (1) when improvement is needed to correct one (1) or two (2) critical deficiencies in Performance Standards, Code of Ethics, district Code of Conduct that cannot wait for the formal observation and summative conference; (2) after the formal observation and during the summative evaluation conference. When the ISP is developed during the summative conference, no more than three (3) or four (4) specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

Individual Support Plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of Individual Support Plans will be documented on the ISP form.

After a conference with the evaluatee, the evaluator will send a copy of the ISP to the Superintendent.

Employees who fail to make sufficient progress to meet evaluation standards identified for them will not be recommended to the Superintendent for rehire.

**EVALUATION TRAINING** All Spencer County evaluators shall be trained, tested, and certified according to state guidelines.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six (6) hours of evaluation training annually. This training shall be in any one, or combination, of the following skill areas:

- use of the local evaluation process and instrument
- identification of effective teaching/management practices
- effective observation and conferencing techniques
- establishing and assisting with certified employee individual support plans.

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education.

Hours of training received in other skill areas may compose part of the evaluator’s required hours of continued certification.

The Spencer County Board of Education has designated the Director of Instructional Support as the contact person for the evaluation plan submitted.

## **EVALUATION PLAN COMMITTEE**

- The Evaluation Plan Committee will consist of equal number of administrators and certified teachers.
- The committee will be convened by the district evaluation coordinator annually to rewrite and amend the district's evaluation plan.
- At that time, an administrator and certified teacher will be selected from each building. Each building principal will designate an administrator to serve and the certified teachers in each building will select their representative.

## **APPEALS PROCESS**

### **Membership and Elections Procedures**

All members of the appeals panel shall be current certified employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent. Ref: KRS 156.101 and 704 KAR:345.

A minimum of two (2) appeals panel members will be nominated in each school. Each nominee must have agreed to serve. The names of the two (2) persons with the greatest number of votes at each school will be placed on a ballot for a districtwide election to be held no later than September 30. Voting will be by secret ballot. Write in votes will be acceptable. The top two (2) vote getters will serve as the certified teacher members of the panel. Should either not be able to serve the vacancy shall be filled by the remaining vote getters in descending order of votes received.

The Superintendent shall also appoint a certified member to serve on the panel by September 30 each year. The panel shall elect its chairperson for each appeal.

The panel shall elect its chairperson for each appeal. The length of term for an appeals panel member shall be one (1) year. Panel members may be re-elected for the position. Panel members shall assume their responsibilities as soon as the election results are announced.

Panel members may seek training through the district evaluation coordinator.

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the Superintendent within five (5) working days of receipt of the evaluation. *Both substance and procedural issues shall be considered by the panel.*
2. No member of the panel shall serve on any appeal in which he/she was the evaluator.
3. No panel member shall serve on any appeal brought by the member's immediate family.
4. Upon receiving the request, the Superintendent will convene the appeals panel within five (5) working days for an organizational meeting. The panel will review the hearing process and select its chairperson. A date for a preliminary hearing will be set at that time in consultation with both the evaluatee and the evaluator. At both the preliminary hearing and the actual appeals hearing, the evaluatee and/or evaluator may be represented

by legal counsel or their chosen representative; the Board of Education shall provide for legal counsel to the panel if requested.

5. The preliminary hearing, to be convened within ten (10) working days, shall include:
  - Explanation of the procedure for the appeals hearing;
  - Exchange of five (5) copies of all documentation to be presented to the appeals panel (one for evaluatee, evaluator, and three (3) panel members);
  - Date is agreed upon for the appeals hearing to be held within five (5) working days;
6. The appeals hearing shall include time for presentation of documents and witnesses by both parties.
7. The panel shall make a recommendation to the Superintendent within five (5) working days of the preliminary hearing.
8. A certified employee who wishes to do so may appeal procedural matters to the State Board of Education after the appeal process has been completed.

### **Powers and Conditions**

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. Legal counsel may be present to assist the appeals panel and to represent either party.
6. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
9. The hearing will follow this format:
  - a. The chairperson will convene the hearing, review procedures, and clarify the panel's responsibilities.
  - b. The evaluatee will make a statement of claim and present evidence supporting it.
  - c. The evaluator will make a statement of claim and present evidence supporting it.
  - d. The panel may question the evaluatee and the evaluator.
  - e. Each party (evaluator and evaluatee) will be asked to make closing remarks.
  - f. The chairperson may make closing remarks.
  - g. The panel will withdraw to examine evidence and come to a decision.
10. After sufficiently reviewing all evidence, the panel shall issue one (1) of the following three (3) recommendations to the Superintendent:
  - Uphold the original summative evaluation;
  - Remove the whole evaluation and any part of the summative evaluation;
  - Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee. The results of the actions taken by the

Superintendent upon the recommendation of the panel will be given to both parties in writing and placed in the employee's personnel file.

### **Appeal Process Timeline**

- |   |                               |
|---|-------------------------------|
| (1) Date of Summative Evaluation                                    |                               |
| (2) Completed Appeal Form Filed with Superintendent                 | within 10 working days of (1) |
| (3) Superintendent Convenes Organizational Meeting of Appeals Panel | within 5 working days of (2)  |
| (4) Preliminary Hearing   | within 10 working days of (3) |
| (5) Hearing of Appeal by Panel                                      | within 5 working days of (4)  |
| (6) Panel Recommendation to the Superintendent                      | within 5 working days of (5)  |
| (7) Superintendent Notifies All Parties of Decision                 | within 3 working days of (6)  |

## **SPENCER COUNTY PUBLIC SCHOOLS EVALUATION APPEAL FORM**

### **INSTRUCTIONS**

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeals Panel.*

<b>Employee's Name</b> _____
<b>Home Address</b> _____

<b>Job Title</b>	<b>Building</b>	<b>Grade/Department</b>

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

**I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeals Panel for their study and review. I will appear before the Panel if requested.**

\_\_\_\_\_  
*Employee's Signature* \_\_\_\_\_  
*Date*  
**INDIVIDUAL PROFESSIONAL GROWTH PLAN**

**NON-TENURED** \_\_\_\_\_  
**TENURED**   1     2     3    
(Check year of evaluation cycle)

**SCHOOL YEAR** \_\_\_\_\_



---

Total # of Students in Class \_\_\_\_\_

# of Students with IEPs \_\_\_\_\_

# Years Experience \_\_\_\_\_

***Pre-Observation Questions:***

1. What are the objectives of lesson to be observed?
  
  
  
  
  
  
  
  
  
  
2. What Academic Expectations are addressed in the lesson?
  
  
  
  
  
  
  
  
  
  
3. How will you evaluate the students' mastery of objective(s)?
  
  
  
  
  
  
  
  
  
  
4. What teaching techniques will be used?
  
  
  
  
  
  
  
  
  
  
5. Is this experience  
\_\_\_\_\_review or  
\_\_\_\_\_new learning?
  
  
  
  
  
  
  
  
  
  
6. List any specific teaching behavior you would like monitored.
  
  
  
  
  
  
  
  
  
  
7. Are there any special circumstances you should explain to the evaluator?

\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

**REQUEST TO CONSIDER "EXCEEDS" CATEGORY**

Teacher may provide additional evidence to meet the "exceed" standard. If so, please complete this form.

Teacher's Name: \_\_\_\_\_

Standard(s) to be considered:

Evidence:

Attachments:

**FORMAL OBSERVATION FORM**

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**GRADE(S)** \_\_\_\_\_ **SUBJECT** \_\_\_\_\_ **TIME** \_\_\_\_\_

\_\_\_\_\_ **Initial Level Performance \*\***      \_\_\_\_\_ **Advanced Level Performance**

INSTRUCTIONS:

Answering these questions involves considerable subjective decision-making. Information completed on this form should be gathered from specific products and behaviors such as observations, portfolios, extra-curricular activities, PD activities, etc. The entire document is intended to provide concrete data upon which a summative evaluation will be based. Items are checked “Exceeds”, “Meets”, “Needs Growth”, or “Does Not Meet”. Factual comments which recall specific incidents are noted in the space entitled “Evidence”. Any “Does Not Meet” requires the development of an Individual Support Plan. Evaluator may attach sheets if additional space is needed.

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

- 1.1 Communicates concepts, processes, and knowledge.
- 1.2 Connects content to life experience.
- 1.3 Demonstrates Instructional strategies that are appropriate for content and contributes to student learning.
- 1.4 Guides students to understand content from various perspectives
- 1.5 Identifies and addresses students’ misconceptions of content.

**Evidence:**

**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.

**Evidence:**

**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 students and among students.
  - 3.5 Provides a safe environment for learning.
- \*\* Teachers with 3 years or less teaching experience will be considered Initial Level Performance.

**Evidence:**

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

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

**Evidence:**

**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.

**Evidence:**

**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.

**Evidence:**

**STANDARD 7: 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 practices.
- 7.3 Uses data to reflect on and identify areas for professional growth.

**Evidence:**

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

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

**Evidence:**

**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

- |  |   |
|--|---|
| 9.1 Self assesses performance relative to Kentucky's Teacher Standards.  | 9.4 Shows evidence of Professional Growth and reflection on the identified priority areas and impact on instruction effectiveness and student learning. |
| 9.2 Identifies priorities for Professional Development based on data from self-assessment, student performance and feedback from colleagues. |   |
| 9.3 Designs a Professional Growth Plan that addresses identified priorities.   |   |

**Evidence:**

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

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

**Evidence:**

## **INFORMAL OBSERVATION FORM**

*(This is a sample. Informal feedback can be provided in a variety of ways.  
Other samples are available at the end of this document.)*

**Teacher Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Grade** \_\_\_\_\_ **Time Began** \_\_\_\_\_ **Time Ended** \_\_\_\_\_

**KEY:** + indicates observation of good practice; - means observation of a problem; blank means not observed.

<p><b>Content:</b> <b>Standard 1</b>          _____ Language Arts          _____ Mathematics          _____ Science          _____ Social Studies          _____ Other (Name) _____</p> <hr/> <p><b>Presents Instruction and Communicates Effectively:</b> <b>Standards 8, 9, 10</b>          _____ Uses academic and behavior contracts          _____ Uses variety of materials and methods which address multiple learning styles          _____ Assists students promptly and uses differentiated instructional techniques          _____ Uses school plan for frequent communications with students and parents          _____ Shows evidence of professional development that corresponds to school's improvement plan</p> <hr/> <p><input type="checkbox"/> If box is checked, please see the Observer to discuss.</p> <hr/> <p><b>Observer's Comments:</b></p>          <hr/> <p><b>Observer's Signature</b> _____</p>	<p><b>Classroom/Student Management:</b> <b>Standards 3, 4</b>          _____ Uses school plan for behavior management          _____ Demonstrates respect, caring, and positive attitude          _____ Uses positive re-enforcement          _____ Implements effective behavior management strategies</p> <hr/> <p><b>Assessments:</b> <b>Standard 5</b>          _____ Includes challenging questions and engaging discussion techniques          _____ Demonstrates cohesive unit planning (lesson is not an isolated experience)          _____ Utilizes rubric(s), scoring guides          _____ Uses anecdotal notes          _____ Uses formal (intentional) writing process          _____ Uses rigorous open response questions relevant to content</p> <hr/> <p><b>Implements Instructional Planning:</b> <b>Standards 2, 6, 7</b>          _____ Plans for use of skills reflective of Bloom's higher levels of taxonomy          _____ Incorporates active student participation          _____ Uses cooperative groups          _____ Uses large group instruction          _____ Uses small group instruction          _____ Uses guided practice          _____ Uses individual tutoring          _____ Utilizes technology appropriately          _____ Provides evidence of modification based on teacher analysis of learning and reflection on practice</p>
--	---

### FORMATIVE REPORT FORM FOR TEACHERS

Standard	Exceeds	Meets	Growth Needed	Does Not Achieve
<b>1. Demonstrates Applied Content Knowledge</b>				
<b>2. Designs/Plans Instruction</b>				
<b>3. Creates/Maintains Learning Climate</b>				
<b>4. Implements/Manages Instruction</b>				

<b>5. Assesses and Communicates Learning Results</b>				
<b>6. Demonstrates Implementation of Technology</b>				
<b>7. Reflects/Evaluates Teaching/Learning</b>				
<b>8. Collaborates with Colleagues/Parents/Others</b>				
<b>9. Evaluates Teaching/Implements Professional Dev.</b>				
<b>10. Provides Leadership</b>				

Areas of Strength, Enrichment, and/or Improvement:

\_\_\_\_ I agree with this formative evaluation  
 \_\_\_\_ I disagree with this formative evaluation

\_\_\_\_\_  
 Evaluatee's Signature Date

\_\_\_\_\_  
 Evaluator's Signature Date

**SUMMATIVE EVALUATION FOR TEACHERS**

Tenured \_\_\_\_\_  
 Non-Tenured \_\_\_\_\_

SCHOOL \_\_\_\_\_

EVALUATEE \_\_\_\_\_ GRADE/CONTENT AREA \_\_\_\_\_

EVALUATOR \_\_\_\_\_ POSITION \_\_\_\_\_

			Growth	Does Not
--	--	--	--------	----------

Teacher Standards	Exceeds	Achieves	Needed	Achieve*	Comments
1. Demonstrates Applied Content Knowledge					
2. Designs/Plans Instruction					
3. Creates/Maintains Learning Climate					
4. Implements/Manages Instruction					
5. Assesses and Communicates Learning Results					
6. Demonstrates Implementation of Technology					
7. Reflects/Evaluates Teaching/Learning					
8. Collaborates with Colleagues/Parents/Other					
9. Evaluates Teaching Implements Professional Development					
10. Provides Leadership within School/Community/Profession					

**Comments:**

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

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

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

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

\_\_\_\_\_ EVALUATEE      DATE

\_\_\_\_\_ EVALUATOR      DATE

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

**\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.**





The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
<b>1.1 Communicates concepts, processes, and knowledge.</b>	
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.
<b>1.2 Connects content to life experiences of student.</b>	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to student' life experiences including when appropriate, prior learning in the content area or other content areas.
<b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b>	
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.
<b>1.4 Guides students to understand content from various perspectives.</b>	
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.
<b>1.5 Identifies and addresses students; misconceptions of content.</b>	
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.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>	

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
<b>2.1 Develops significant objectives aligned with standards.</b>	
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 on students' needs, interests and abilities.
<b>2.2 Uses contextual data to design instruction relevant to students.</b>	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction 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.
<b>2.3 Plans assessments to guide instruction and measure learning objectives.</b>	
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 measures learning results.
<b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b>	
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.
<b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b>	
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.
<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>	
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.	
<b>3.1 Communicates high expectations.</b>	
Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for student 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.
<b>3.2 Establishes a positive learning environment.</b>	
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.
<b>3.3 Values and supports student diversity and addresses individual needs.</b>	
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.
<b>3.4 Fosters mutual respect between teacher and students among students.</b>	
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.
<b>3.5 Provides a safe environment for learning.</b>	
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.	
<b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b>	
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.
<b>4.2 Implements instruction based on diverse student needs and assessment data.</b>	
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.
<b>4.3 Uses time effectively.</b>	
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 a 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.
<b>4.4 Uses space and materials effectively.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</b>	
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 assess 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.	
<b>5.1 Uses pre-assessments.</b>	
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.
<b>5.2 Uses formative assessments.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student' progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
<b>5.3 Uses summative assessments.</b>	
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 student achievement.
<b>5.4 Describes, analyzes, and evaluates student performance data.</b>	
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.
<b>5.5 Communicates learning results to students and parents.</b>	
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.
<b>5.6 Allows opportunity for student self-assessment.</b>	
Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future 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.	
<b>6.1 Uses available technology to design and plan instruction.</b>	
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.
<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b>	
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.
<b>6.3 Integrates student use of available technology into instruction.</b>	
Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
<b>6.4 Uses available technology to assess and communicate student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Use technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
<b>6.5 Demonstrates ethical and legal use of technology.</b>	
Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
<b>7.1 Uses data to reflect on and evaluate student learning.</b>

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.
<b>7.2 Uses data to reflect on and evaluate instructional practices.</b>	
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.
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b>	
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.

<p><b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b></p> <p>The teacher collaborates with colleagues, parents, and other agencies to design, implements, 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.</p>
--

<b>8.1 Identifies students whose learning could be enhanced by collaboration.</b>	
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
<b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort</b>	
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.
<b>8.3 Implements planned activities that enhance student learning and engage all parties.</b>	
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.
<b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b>	
Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next 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.

<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>
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.

<b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
<b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</b>	
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.
<b>9.3 Designs a professional growth plan that addresses identified priorities.</b>	
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.
<b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
<b>10.1 Identifies leadership opportunities that enhance student learning and/or professional</b>

<b>environment of the school.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and a realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
<b>10.2 Develops a plan for engaging in leadership activities.</b>	
Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purposes, 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 plans for assessing progress and impact.
<b>10.3 Implements a plan for engaging in leadership activities.</b>	
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.
<b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</b>	
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 of student learning.

## **EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS**

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 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, operation, and resources for a safe, efficient and effective learning environment.

### **4. Collaboration**

An education leader promotes the success of every student by collaborating with the 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.

## ISLLC

### Evaluation Standards and Performance Criteria for Education Administrators

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

#### **Standard 1: Vision**

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

##### Functions

- 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.

##### Functions

- 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, operation, and resources for a safe, efficient and effective learning environment.

Functions

- A. Monitor and evaluate the management an 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 every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- 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 family 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.

Functions

- 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

**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.

Functions

- 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

**FORMATIVE REPORT FORM FOR ADMINISTRATORS**

<b>ISLLC Standards for Administrators</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Achieve</b>
<b>1. Vision</b>				
<b>2. School Culture and Learning</b>				
<b>3. Management</b>				
<b>4. Collaboration</b>				
<b>5. Integrity, Fairness, Ethics</b>				
<b>6. Political, Economic, Legal</b>				

**Areas of Strength, Enrichment, and/or Improvement:**

\_\_\_\_\_ **I agree with this formative evaluation**  
 \_\_\_\_\_ **I disagree with this formative evaluation**

\_\_\_\_\_  
**Evaluatee's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

**SUMMATIVE EVALUATION FOR ADMINISTRATORS**

ISSLC Standards for Administrators	Exceeds	Achieves	Growth Needed	Does Not Achieve*	Comments
1. Vision					
2. School Culture and Learning					
3. Management					
4. Collaboration					
5. Integrity, Fairness, Ethics					
6. Political, Economic, Legal					

**Comments:**

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

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

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

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

\_\_\_\_\_  
 EVALUATEE      DATE

\_\_\_\_\_  
 EVALUATOR      DATE

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

**\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.**