

FLEMING COUNTY SCHOOLS
... where kids are first and learning never ends!

CERTIFIED EVALUATION PROCEDURES

July 1, 2009

***(With revisions July 2011, based on March 28, 2011 District
Committee Meeting & email survey week of 7/18, 2011)***

FLEMING COUNTY SCHOOLS

Certified Evaluation Procedures

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**FLEMING COUNTY SCHOOLS
EVALUATION FOR CERTIFIED PERSONNEL
July 2009**

INTRODUCTION

Fleming County's evaluation process is a continuous improvement program for all certified personnel, and it includes both formative and summative evaluation based on a varied data sources. It is intended that the process be a professional growth experience for all persons involved. The process will require the cooperation of all concerned.

Job-specific evaluation instruments that will be used are based on standards respective of the fields: Teacher, Counselor, Library Media Specialist, Speech Therapist, and the ISLLC Standards for School Leaders.

The immediate supervisor will complete the job-specific evaluation form for the employee after gathering supporting evidence from multiple data sources, including informal and formal observations, unit and lesson plans, classroom assessments. The supervisor will hold a conference with the employee to discuss the completed evaluation.

A copy of the evaluation will be kept on file in the immediate supervisor's office, and the original will be placed in the employee's personnel file at the central office.

Evaluations will be kept in strict confidence. Unauthorized persons shall not have access to them.

CERTIFIED EVALUATION PROCEDURES

1. The immediate supervisor of the certified school employee shall be the primary evaluator. Additional supervisory and/or administrative personnel may be used in addition to the primary evaluator.
2. Each formal observation shall be a minimum of thirty (30) minutes in length and shall be conducted openly and with the full knowledge of the teacher or administrator. At least one (1) observation shall not be announced prior to the observation. The announced observation shall be preceded by a pre-observation conference.
3. The evaluator shall conduct a conference with the evaluatee within one week of each formal observation, including all evaluation data. The evaluatee has the opportunity to submit a written response, which becomes a part of the official personnel file. The conference shall include suggestions for corrective action and/or performance improvement.
4. All evaluations shall be done in writing on the job-specific, print or electronic Evaluation Form or Forms (Administrator, Teacher, School Counselor, Speech Therapist, School Library Media Specialist). Data collected from ongoing formative observations, conferences, and other data sources shall be utilized in completing the summative evaluation. The superintendent or designee evaluates principals and central office administrators, and the board evaluates the superintendent. Summative evaluations on approved forms for all certified except the superintendent become a part of the official personnel file.
5. All employees being evaluated may appeal their evaluation in writing to the evaluation appeals committee within 7 working days. (Two members elected by certified employees and one member appointed by the local board.) This appeal becomes a part of the official personnel file.
6. All evaluations will be used when making re-employment decisions.
7. A copy of the evaluation shall be provided to the person being evaluated.
8. Summative evaluations with multiple formative evaluations are conducted annually for all non-tenured teachers and at least once every three years for all tenured teachers. Formative observations and evaluations may occur at any time.

9. All teacher evaluations are based on multiple data sources including informal and formal observations, unit and lesson plans, and classroom assessments.
10. All monitoring and observation of performance is conducted openly.
11. Multiple observations/evaluations shall be conducted for any certified personnel whose initial observation results are unsatisfactory (one or more “does not meet” rating for one or more Standards on a Formative or Summative Evaluation).
12. The immediate supervisor shall develop an Individual Corrective Action Plan, to be implemented immediately and monitored at least four times during the corrective action period, for certified personnel whose initial observation results are unsatisfactory, i.e., personnel who receive a “Does Not Meet” rating on any one standard or for whom administration feels there is an immediate need for action. While identified needs may encompass multiple indicators within a standard or standards, the Corrective Action Plan should address only two or three goals at a time, provide the certified person will professional support (e.g., mentoring, coaching, opportunities to observe exemplary practice, and other intensive professional growth opportunities), and allow adequate time (3-4 weeks to 2-4 months, depending on the extent of growth needed) for the certified person to implement the desired change. When performance moves to at least the “Showing Progress Needed” level, the Corrective Action Plan may be revised to address additional indicators/goals or the person may exit Corrective Action. The Corrective Action Plan and related documentation become part of the official personnel file.
13. The evaluation plan is reviewed annually to ensure compliance with the evaluation law and regulations.
14. During the last two months of school, all certified personnel shall use the Professional Growth Plan (PGP) to develop plans for professional improvement for the following year. These plans shall be tied to school/district goals as identified in comprehensive improvement plan(s) and finalized during a conference between the employee and supervisor.
15. The Professional Growth Plans are to be submitted to immediate supervisors by May 30. The original, signed by the employee and the supervisor, must be submitted to Central Office for the personnel file by September 30, with a copy kept on file in the supervisor’s office. The supervisor shall review progress toward goals in conference with the certified employee by April 1 of each school year, to be documented on the supervisor’s file copy.
16. If requested by the teacher, observations by another teacher trained in the teacher’s content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher’s written request, the evaluator shall select the third party observer.
17. Each school year, the district shall train primary evaluators in the local evaluation process.
18. Immediate supervisors shall explain and discuss the certified evaluation procedure with all their certified personnel no later than the end of the first month of reporting for employment.
19. Summative evaluations will be conducted annually for all administrators.
20. All primary evaluators, counselors, and central office administrative personnel are required to complete and document 21 leadership hours every year (HB 301), including 6 hours of certified evaluation training. Leadership hours are documented by certificates on file. The superintendent will complete the 21 hours as pursuant to KRS 156.111 and 704 KAR 3:406.

TIMELINE

1. Individual Professional Growth Plan completed, signed, and submitted to supervisors by May 30, with a copy to the superintendent’s office by September 30.

2. Submit to central office the sign-in sheet of staff meeting for explanation of certified evaluation procedures by the end of the first month of school. For certified personnel who begin work after the start of school, submit sign-in sheet by the end of the first month they work.
3. Evaluations to central office by April 1.

**FLEMING COUNTY SCHOOLS
Individual Professional Growth Plan**

Employee _____ Date _____ Worksite/Position _____ / _____

I. Growth Goal(s)/Objective(s) and Leadership Goal and Objectives

- A.
- B.
- C. (Leadership)

II. Activities/Strategies for Achieving Growth and Leadership Goals and Objectives:

- A.
- B.
- C. (Leadership)

III. Related Teacher Standards and School/District Improvement Goals:

- A.
- B.
- C. (Leadership)

IV. Expected Impact on Job Performance and Student Achievement:

- A.
- B.
- C. (Leadership)

V. Target Dates for Completion:

- A.
- B.
- C. (Leadership)

Employee Comments:	Supervisor Comments:
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Employee Signature Date

Supervisor Signature Date

FLEMING COUNTY SCHOOLS
EVALUATION FORM
Use this cover page for all teacher evaluations!

_____ FORMATIVE

_____ ANNOUNCED

_____ SUMMATIVE

_____ UNANNOUNCED

OBSERVEE

IMMEDIATE SUPERVISOR

SCHOOL

OBSERVER

POSITION

DATE

START TIME

END TIME

CONTENT AREA/GRADE

STUDENTS

IEP/504

GSSP/PTP

DATA USED:

- _____ FORMAL OBSERVATIONS
- _____ INFORMAL OBSERVATIONS
- _____ LESSON PLANS/INSTRUCTIONAL UNITS
- _____ CLASSROOM ASSESSMENTS
- _____ LOCAL & STATE STUDENT PERFORMANCE DATA
- _____ OTHER (PLEASE LIST):

CURRENT PROFESSIONAL GROWTH GOALS: _____

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

RECOMMENDATIONS:

_____ CONTINUE EMPLOYMENT _____ ADDITIONAL EVALUATION _____ NOT RECOMMENDED

Teacher Signature *Date*

Evaluator Signature *Date*

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

FLEMING COUNTY SCHOOLS

PRE-OBSERVATION FORM
(Use only for announced observations.)

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

_____	_____ / _____	_____
Teacher	Observer	Position
_____	_____ / _____	_____
School	Date	Time
_____	_____ / _____	_____
Content Area/Grade(s)	#Students	# with IEP/s # with GSSP's

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

Core Content 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) _____

_____	_____	_____	_____
<i>Observee's Signature</i>	<i>Date</i>	<i>Observer's Signature</i>	<i>Date</i>

Fleming County Schools Teacher Evaluation Form

(Adapted from Kenton County)

Name:	School:	Assignment:	Year:
<p>STANDARD 1: 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.</p> <p><i>The extent to which the teacher:</i></p> <p>1.1. Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.</p> <p>1.2. Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.</p> <p>1.3. Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.</p> <p>1.4. Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives and assesses student performance using established criteria and scoring guides consistent with Kentucky's assessment program.</p> <p>1.5. Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.</p>		<p>STANDARD 2: 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.</p> <p><i>The extent to which the teacher:</i></p> <p>2.1. Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.</p> <p>2.2. Plans and designs instruction that is based on significant contextual and pre-assessment data.</p> <p>2.3. Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.</p> <p>2.4. Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.</p> <p>2.5. Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.</p>	
<p><i>Standard 1 Comments:</i></p>		<p><i>Standard 2 Comments:</i></p>	

Fleming County Schools: Teacher Evaluation Form

Name:	Year:
<p>STANDARD 3: Creates/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.</p> <p><i>The extent to which the teacher:</i></p> <p>3.1. Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.</p> <p>3.2. Maintains a fair, respectful, and productive classroom environment conducive to learning.</p> <p>3.3. Consistently uses appropriate and responsive instructional strategies that address the needs of diverse students.</p> <p>3.4. Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.</p> <p>3.5. Maintains a classroom environment that is both emotionally and physically safe for all students.</p>	<p>STANDARD 4: 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.</p> <p><i>The extent to which the teacher:</i></p> <p>4.1. Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.</p> <p>4.2. Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.</p> <p>4.3. Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.</p> <p>4.4. Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.</p> <p>4.5. Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.</p>
Standard 3 Comments:	Standard 4 Comments:

Fleming County Schools: Teacher Evaluation Form

<p><i>Name:</i></p>	<p><i>Year:</i></p>
<p>STANDARD 5: 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.</p> <p><i>The extent to which the teacher:</i></p> <p>5.1. Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.</p> <p>5.2. Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.</p> <p>5.3. Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.</p> <p>5.4. Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.</p> <p>5.5. Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.</p> <p>5.6. Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.</p> <p>5.7. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.</p>	<p>STANDARD 6: 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.</p> <p><i>The extent to which the teacher:</i></p> <p>6.1. Uses appropriate technology to design and plan instruction that supports and extends learning of all students.</p> <p>6.2. Designs and implements research-based, technology-infused instructional strategies to support learning of all students.</p> <p>6.3. Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.</p> <p>6.4. Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.</p> <p>6.5. Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.</p>
<p><i>Standard 5 Comments:</i></p>	<p><i>Standard 6 Comments:</i></p>

Fleming County Schools: Teacher Evaluation Form

<i>Name:</i>	<i>Year:</i>
<p>STANDARD 7: Reflects/Evaluates Teaching/Learning-The teacher reflects on and evaluates specific teaching/learning situations and/or programs.</p> <p><i>The extent to which the teacher:</i></p> <p>7.1. Uses formative and summative performance data to determine the learning needs of all students. 7.2. Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching. 7.3. Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.</p>	<p>STANDARD 8: Collaborates with Colleagues/Parents/Others-The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <p>8.1. Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration. 8.2. Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning. 8.3. Explains how the collaboration to enhance student learning has been implemented. 8.4. Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.</p>
<i>Comments:</i>	<i>Comments:</i>

Fleming County Schools: Teacher Evaluation Form

<p><i>Name:</i></p>	<p><i>Year:</i></p>
<p>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.</p> <p><i>The extent to which the teacher:</i></p> <p>9.1. Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.</p> <p>9.2. Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.</p> <p>9.3. Designs a clear, logical professional growth plan that addresses all priority areas.</p> <p>9.4. Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.</p>	<p>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.</p> <p><i>The extent to which the teacher:</i></p> <p>10.1. 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.</p> <p>10.2. Includes in PGP plans for leadership development.</p> <p>10.3. Initiates, develops, and effectively implements the leadership work plan.</p> <p>10.4. Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.</p> <p>10.5. Builds positive relationships within and between school and community, practices effective listening, conflict resolution, and group-facilitation skills as a team member, and cooperates with administrators and other staff members.</p> <p>10.6. Is punctual for all duties and regular in attendance.</p> <p>10.7. Respects confidentiality of school information and adheres to state professional code of ethics.</p> <p>10.8. Assumes a reasonable share of non-instructional activities.</p> <p>10.9. Meets timelines for paperwork and reporting (i.e., updating and posting grades weekly, submitting lesson plans, meeting special education, and gifted timelines for folders, individualized plans, and progress reports).</p>
<p><i>Comments:</i></p>	<p><i>Comments:</i></p>

Fleming County Schools: Teacher Evaluation Form

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<i>Name:</i>	<i>School:</i>	<i>Assignment:</i>	<i>Year:</i>
STANDARD 1: 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: 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.	
RATING _____		RATING _____	
STANDARD 3: Creates/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: 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.	
RATING _____		RATING _____	
STANDARD 5: 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: 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.	
RATING _____		RATING _____	
STANDARD 7: Reflects/Evaluates Teaching/ Learning -The teacher reflects on and evaluates specific teaching/learning situations and/or programs.		STANDARD 8: Collaborates with Colleagues/Parents/Others -The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
RATING _____		RATING _____	
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.		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.	
RATING _____		RATING _____	

Rating Scale:
 3 = Meets Performance Expectations
 2 = Making Progress but Growth Needed (May need to revise Professional Growth Plan)
 1 = Does Not Meet (Requires Corrective Action Plan)
 N/A = Not Applicable

FLEMING COUNTY SCHOOLS
EVALUATION FORM
Use this cover page for all speech therapist evaluations!

_____ FORMATIVE

_____ ANNOUNCED

_____ SUMMATIVE

_____ UNANNOUNCED

OBSERVEE

IMMEDIATE SUPERVISOR

SCHOOL

OBSERVER

POSITION

DATE

START TIME

END TIME

DATA USED:

- _____ FORMAL OBSERVATIONS
- _____ INFORMAL OBSERVATIONS
- _____ REFFERAL RECORDS, INCLUDING REFFERALS TO AGENCIES
- _____ DIAGNOSTIC AND ONGOING ASSESSMENT RECORDS
- _____ PLACEMENT, EVALUATION AND RE-EVALUATION RECORDS
- _____ CASE HISTORIES
- _____ LESSON PLANS
- _____ THERAPY CONNECTIONS TO CURRICULUM

- _____ EVIDENCE OF COLLABORATION WITH CLASSROOM TEACHERS
- _____ EVIDENCE OF PROFESSIONAL GROWTH AND LEADERSHIP
- _____ CASE LOAD SCHEDULES
- _____ PROGRESS REPORTS TO PARENTS/GUARDIANS
- _____ LOCAL, STATE & NATIONAL STUDENT PERFORMANCE DATA
- _____ OTHER (PLEASE LIST):

CURRENT PROFESSIONAL GROWTH GOALS: _____

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

RECOMMENDATIONS:

_____ CONTINUE EMPLOYMENT _____ ADDITIONAL EVALUATION _____ NOT RECOMMENDED

Speech Therapist Signature *Date*

Evaluator Signature *Date*

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

Fleming County Schools

Speech Therapist Evaluation Form

(Adapted from Kenton County)

Page 1 of 3

Name:	School:	Assignment:	Year:
<p>STANDARD 1: Implements Assessment Procedures</p> <p>PERFORMANCES</p> <p>1.1. Assists and guides teachers through the referral process</p> <p>1.2. Provides screening to identify need for further assessment.</p> <p>1.3 Provides a thorough assessment and diagnosis.</p> <p>1.4. Maintains ongoing records of referred, screened, and eligible students.</p> <p>1.5. Follows timelines from initial referral to placement.</p> <p>1.6. Completes all forms as required before placement and re-evaluation.</p> <p>1.7. Compiles case history as needed.</p> <p>1.8. Assists in referrals to agencies.</p>	<p>STANDARD 2: Demonstrates Readiness to Teach</p> <p>PERFORMANCES</p> <p>2.1. Selects appropriate student objectives as dictated by ARC and IEP.</p> <p>2.2. Selects appropriate learning experiences.</p> <p>2.3. Uses time effectively.</p> <p>2.4. Prepares instruction on the basis of individual needs.</p> <p>2.5. Develops a therapeutic program.</p> <p>2.6 Schedules caseload in an efficient and cooperative manner.</p>	<p>STANDARD 3: Demonstrates a Proficiently Managed Environment</p> <p>PERFORMANCES</p> <p>3.1. Arranges setting to support learner activities</p> <p>3.2. Provides for a safe and orderly environment.</p> <p>3.3. Uses classroom procedures that are clear and easily managed.</p> <p>3.4. Uses classroom procedures that permit independent and interdependent learning.</p>	
<i>Standard 1 Comments:</i>	<i>Standard 2 Comments</i>	<i>Standard 3 Comments</i>	

<p>STANDARD 4: Demonstrates Proficiency in Managing Student Behavior</p> <p>PERFORMANCES</p> <p>4.1. Establishes and clearly communicates expectations.</p> <p>4.2. Reinforces acceptable student behaviors.</p> <p>4.3. Uses appropriate consequences for altering unacceptable student behaviors.</p> <p>4.4. Monitors student behaviors.</p> <p>4.5. Holds each student accountable for his/her own behaviors.</p> <p>4.6. Creates a climate in which students display initiative and accept responsibility for learning and conduct.</p> <p>4.7. Demonstrates fairness and consistency in enforcing behavior expectations.</p> <p>4.8. Manages disruptive behavior constructively while maintaining instructional momentum.</p>	<p>STANDARD 5: Integrates the Curriculum So That Students Can Make Connection Between Knowledge and Experiences</p> <p>PERFORMANCES</p> <p>5.1. Implements therapy related to classroom curriculum when possible.</p> <p>5.2. Designs and implements themes of interest to students.</p> <p>5.3. Provides for critical differences of students in curriculum and instruction planning and implementation.</p> <p>5.4. Uses student performance to evaluate growth.</p> <p>5.5. Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.</p>	<p>STANDARD 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups</p> <p>PERFORMANCES</p> <p>6.1. Teaches the skills needed for interdependence to work effectively in groups (taking turns and respecting views of others; teaches skills for group communication - listening, speaking)</p>
<p><i>Standard 4 Comments</i></p>	<p><i>Standard 5 Comments</i></p>	<p><i>Standard 6 Comments</i></p>

Fleming County Schools: *Speech Therapist Summative Form*

<p>STANDARD 7: Uses a Variety of Effective Teaching Techniques, Equipment, Media, and Materials</p> <p>PERFORMANCES</p> <p>7.1. Uses cooperative learning strategies, when appropriate.</p> <p>7.2. Provides multi-activities (e.g. learning centers, technology)</p> <p>7.3. Selects teaching techniques that match the readiness of students to learn.</p> <p>7.4. Provides for independent and interdependent learning.</p> <p>7.5. Maintains a schedule that assures students will experience success.</p> <p>7.6. Uses a variety of questioning techniques (e.g. signal, sample, redirection, individual or private response, prompting, clarification, refocusing, pausing after asking a question, etc.)</p> <p>7.7. Demonstrates knowledge about technology in the speech environment.</p> <p>7.8. Incorporates use of technology into instructional plan, when possible.</p> <p>7.9. Uses community resources to enhance instruction.</p>	<p>STANDARD 8: Uses Teaching Strategies That Increase Motivation</p> <p>PERFORMANCES</p> <p>8.1. Is knowledgeable of Total Communication Approach</p> <p>8.2. Provides all students with the opportunity for successful experiences.</p> <p>8.3. Demonstrates high expectations.</p> <p>8.4. Demonstrates a high level of concern for student success.</p> <p>8.5. Communicates a positive classroom climate of mutual respect.</p> <p>8.6. Promotes interest through personalizing instruction and novel approaches.</p> <p>8.7. Provides knowledge of results that are meaningful and timely.</p> <p>8.8. Provides specific feedback.</p> <p>8.9. Demonstrates a caring attitude.</p> <p>8.10. Demonstrates consistent communication with parent/guardian.</p>	<p>STANDARD 9: Reports to Parent/ guardian on the Basis of the Result of Student Progress Assessment</p> <p>PERFORMANCES</p> <p>9.1. Prepares paperwork in advance and has necessary forms available for parent conferences.</p> <p>9.2. Uses narrative methods of reporting student progress when appropriate.</p> <p>9.3. Shows actual expectations met by student.</p> <p>9.4. Conducts conferences with parent/guardian.</p> <p>9.5. Reports so students are not compared to other students.</p> <p>9.6. Maintains ongoing communication with parent/guardian.</p> <p>9.7. Provides information regarding agencies/programs available within the community as needed.</p>
<p><i>Standard 7 Comments</i></p>	<p><i>Standard 8 Comments</i></p>	<p><i>Standard 9 Comments</i></p>

<p>STANDARD 10: Collaborates with Teacher and Staff</p> <p>PERFORMANCES 10.1. Plans with classroom teachers and staff to implement therapy. 10.2. Cooperatively develops IEP goals and objectives with Special Education teachers who have students with speech services 10.3. Serves as a consultant on topics regarding speech/language development. 10.4. Assists in proper referrals of individual to agencies and specialists in the community as appropriate. 10.5. Shares instructional materials and media.</p>	<p>STANDARD 11: Meets Professional Standards</p> <p>PERFORMANCES 11.1. Assumes responsibility for requisitioning and maintaining needed equipment and materials, as provided by the Board. 11.2. Meets assigned time frames. 11.3. Serves on committees. 11.4. Fulfills out-of-class obligations/duties. 11.5. Maintains confidentiality regarding students. 11.6. Shows positive working relationship with faculty and staff. 11.7. Follows proper channels to address issues and problems. 11.8. Shows proper regard toward students. 11.9. Demonstrates good judgment in decision making. 11.10. Seeks further education/training. 11.11. Participates in workshops, seminars, and other professional growth opportunities. 11.12. Belongs to professional organizations. 11.13. Establishes a pattern of dependability by being punctual and having regular attendance. 11.14. Adheres to the professional code of ethics.</p>	<p>STANDARD 12: Uses Professional Growth Activities to Improve the Speech Therapy Program</p> <p>PERFORMANCES 12.1. Identifies professional growth activities which will improve the speech therapy program. 12.2. Develops Professional Growth Plan. 12.3. Develops a plan that is congruent with the school and district mission and goals. 12.4. Revises Professional Growth Plan as goals change.</p>
<p><i>Standard 10 Comments</i></p>	<p><i>Standard 11 Comments</i></p>	<p><i>Standard 12 Comments</i></p>

Fleming County Schools: Speech Therapist Summative Form

Name: _____		Year: _____	
STANDARD 1: Implements Assessment Procedures	STANDARD 2: Demonstrates Readiness to Teach	STANDARD 3: Demonstrates a Proficiently Managed Environment	STANDARD 4: Demonstrates Proficiency in Managing Student Behavior
RATING _____	RATING _____	RATING _____	RATING _____
STANDARD 5: Integrates the Curriculum So That Students Can Make Connections Between Knowledge and Experiences	STANDARD 6: Teaches the Skills Necessary for Students to Become Productive Members of Various Groups	STANDARD 7: Uses a Variety of Effective Teaching Techniques, Equipment, Media, and Materials	STANDARD 8: Uses Teaching Strategies That Increase Motivation
RATING _____	RATING _____	RATING _____	RATING _____
STANDARD 9: Reports to Parent/guardian on the Basis of the Result of Student Progress Assessment	STANDARD 10: Collaborates with Teacher and Staff	STANDARD 11: Meets Professional Standards	STANDARD 12: Uses Professional Growth Activities to Improve the Speech Therapy Program
RATING _____	RATING _____	RATING _____	RATING _____

Rating Scale: **3 = Meets Performance Expectations**
 2 = Making Progress but Growth Needed (May need to revise Professional Growth Plan)
 1 = Does Not Meet (Requires Corrective Action Plan)
 N/A = Not Applicable

FLEMING COUNTY SCHOOLS
EVALUATION FORM

Use this cover page for all library media specialist evaluations!

_____ FORMATIVE

_____ ANNOUNCED

_____ SUMMATIVE

_____ UNANNOUNCED

OBSERVEE

IMMEDIATE SUPERVISOR

SCHOOL

OBSERVER

POSITION

DATE

START TIME

END TIME

DATA USED:

- _____ FORMAL OBSERVATIONS
- _____ INFORMAL OBSERVATIONS
- _____ LESSON PLANS
- _____ PLANS FOR LIBRARY MEDIA PROGRAM
- _____ EVIDENCE OF COLLABORATION WITH CLASSROOM TEACHERS
- _____ ORGANIZATION & CLASSIFICATION OF LIBRARY MATERIALS

- _____ COLLECTION INVENTORIES
- _____ PURCHASING RECORDS
- _____ EVIDENCE OF PROFESSIONAL GROWTH AND LEADERSHIP
- _____ LOCAL, STATE & NATIONAL STUDENT PERFORMANCE DATA
- _____ OTHER (PLEASE LIST):

CURRENT PROFESSIONAL GROWTH GOALS: _____

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

RECOMMENDATIONS:

_____ CONTINUE EMPLOYMENT _____ ADDITIONAL EVALUATION _____ NOT RECOMMENDED

Library Media Specialist Signature

Date

Evaluator Signature

Date

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

Fleming County Schools

School Library Media Specialist Evaluation Form

(Adapted from Kenton County)

<i>Name:</i>	<i>School:</i>	<i>Assignment:</i>	<i>Year:</i>
<p>STANDARD 1: A School Library Media Specialist demonstrates proficiency in the management and administration of the library media center.</p> <p>PERFORMANCES</p> <p>1.1. Plans long and short range goals of the library media center program with faculty, administration, and students.</p> <p>1.2. Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.</p> <p>1.3. Administers the budget according to the goals and objectives of the program.</p> <p>1.4. Develops and/or follows library media center policies e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.</p> <p>1.5. Develops plans for maintaining a technologically current facility and program.</p> <p>1.6. Organizes, classifies, and catalogs library materials following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.</p> <p>1.7. Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.</p> <p>1.8. Evaluates programs, services, facilities, and materials informally and formally on a continuous basis identifying strengths and weaknesses.</p> <p>1.9. Organizes and maintains the library media center as a functional attractive, safe, and orderly environment for optimal use by students and faculty.</p> <p>1.10. Publicizes the library media center programs, services, and materials.</p> <p>1. 11. Is responsible for the proper use of the facility, materials, and equipment.</p> <p>1. 12. May plan and/or participate in special projects or proposals, e.g. book fairs.</p> <p>1. 13. Trains and supervises library media center clerical staff, volunteers, and student helpers.</p>		<p>STANDARD 2: A School Library Media Specialist provides exemplary resources through collection development.</p> <p>PERFORMANCES</p> <p>2. 1. Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.</p> <p>2.2. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum and address learning needs identified through student assessment data.</p> <p>2.3 Uses formative and summative student performance data to inform selection, acquisition, circulation and maintenance of materials and to guide student research, inquiry, and investigations.</p> <p>2.4. Chooses materials using selection tools, bibliographies, periodical reviews workshop and professional judgment recommendations.</p> <p>2.5. Maintains a professional collection.</p> <p>2.6. Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.</p> <p>2.7. Keeps automated catalog current.</p> <p>2.8. Maintains statistical records and shelf list needed to verify collection of the library media center holdings.</p> <p>2.9. Makes general repairs, weeds collection, and takes annual inventory.</p>	
<p>STANDARD 1 COMMENTS</p>		<p>STANDARD 2 COMMENTS</p>	

Fleming County Schools: Library Media Specialist Evaluation Form

Name:		Year:
<p>STANDARD 3: A School Library Media Specialist provides an effective library media program through services.</p> <p>PERFORMANCES</p> <p>3. 1. Exercises a supportive role and serves as a catalyst in insuring the library media center is central to the instructional program of the school.</p> <p>3.2. Participates as a member of the instructional team (s) in curriculum development projects and plans regularly with teachers, as scheduling permits.</p> <p>3.3. Provides the leadership and develops expertise for the incorporation of information and instructional technologies into the school curriculum.</p> <p>3.4. Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.</p> <p>3.5. Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.</p> <p>3.6. Assists faculty in the selection of materials to supplement classroom instruction.</p> <p>3.7. Establishes positive rapport with staff and students.</p> <p>3.8. Makes the library media center and its resources accessible to students and faculty.</p> <p>3.9. Initiates flexible use of the library media center by individual, small groups, and large groups for research, browsing, recreational reading, and listening.</p> <p>3. 10. Provides orientation for new faculty and students.</p> <p>3.11. Maintains effective communication with staff and students e.g. informs faculty and students of new acquisitions and services.</p> <p>3.12. Is available as a personal resource for all students and faculty.</p>	<p>STANDARD 4: A School Library Media Specialist enables students to become effective information users.</p> <p>PERFORMANCES</p> <p>4. 1. Plans and implements a library media center program of library information skills in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.</p> <p>4.2. Informally evaluates needs of diverse individuals and groups and provides appropriate learning experiences that guide students to understand content from appropriate diverse, multicultural, or global perspectives.</p> <p>4.3. Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.</p> <p>4.4. Provides for independent and cooperative group learning.</p> <p>4.5. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.</p> <p>4.6. Promotes appreciation of various forms of literature emphasizing the highest quality.</p> <p>4.7. Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills; and to become skilled in all modes of communication.</p> <p>4.8. Incorporates the use of technology in accessing information.</p> <p>4.9. Assists students in the use of multimedia for completed projects.</p>	<p>STANDARD 5: A School Library Media Specialist assumes responsibility for professional growth practices and demonstrates professional growth.</p> <p>PERFORMANCES</p> <p>5.1. Follows the school's policies and procedures and adheres to the Professional Code of Ethics (16 KAR 1:020).</p> <p>5.2. Promotes compliance with the copyright law to the best of their knowledge.</p> <p>5.3. Attends local professional growth activities and meetings.</p> <p>5.4. Demonstrates commitment by belonging to professional library organizations and attending meetings, workshops, conferences and other activities related to the field.</p> <p>5.5. Identifies professional growth activities, which will improve the library media, program.</p> <p>5.6. Develops Professional Growth Plan.</p> <p>5.7. Develops a plan that is congruent with the school and district mission and goals.</p> <p>5.8. Revises Professional Growth Plan as goals change.</p> <p>5.9. Demonstrates professional growth.</p> <p>5.10. Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.</p> <p>5.11. Is punctual for all duties and regular in attendance.</p> <p>5.12. Adheres to other established EPSB Standards (16 KAR 1:010).</p>
<i>STANDARD 3 COMMENTS</i>		<i>STANDARD 4 COMMENTS</i>
<i>STANDARD 5 COMMENTS</i>		

Fleming County Schools: *Library Media Specialist Summative Form* Page 3 of 3

<i>Name:</i>	<i>School:</i>	<i>Year:</i>
STANDARD 1: A School Library Media Specialist demonstrates proficiency in the management and administration of the library media center.	STANDARD 2: A School Library Media Specialist provides exemplary resources through collection development.	STANDARD 3: A School Library Media Specialist provides an effective library media program through services.
RATING _____	RATING _____	RATING _____ Rating _____
STANDARD 4: A School Library Media Specialist enables students to become effective information users.	EXPECTATIONS	STANDARD 5: A School Library Media Specialist assumes responsibility for professional growth practices.
RATING _____		RATING _____

Rating Scale: **3 = Meets Performance Expectations**
 2 = Making Progress but Growth Needed (May need to revise Professional Growth Plan)
 1 = Does Not Meet (Requires Corrective Action Plan)
 N/A = Not Applicable

FLEMING COUNTY SCHOOLS
EVALUATION FORM
Use this cover page for all counselor evaluations!

_____ FORMATIVE

_____ ANNOUNCED

_____ SUMMATIVE

_____ UNANNOUNCED

OBSERVEE

IMMEDIATE SUPERVISOR

SCHOOL

OBSERVER

POSITION

DATE

START TIME

END TIME

DATA USED:

- _____ FORMAL & INFORMAL OBSERVATIONS OF INTERACTIONS WITH STUDENTS, STAFF AND PARENTS
- _____ GUIDANCE PLAN
- _____ REFFERAL RECORDS, INCLUDING REFFERALS TO AGENCIES
- _____ DIAGNOSTIC AND ONGOING ASSESSMENT PROGRAM
- _____ LOCAL, STATE & NATIONAL STUDENT

- _____ PERFORMANCE DATA
- _____ EVIDENCE OF COLLABORATION WITH CLASSROOM TEACHERS
- _____ EVIDENCE OF PROFESSIONAL GROWTH AND LEADERSHIP
- _____ RECORDS OF INDIVIDUAL AND GROUP SERVICES TO STUDENTS
- _____ PARENT COMMUNICATION RECORDS
- _____ OTHER (PLEASE LIST):

CURRENT PROFESSIONAL GROWTH GOALS: _____

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

RECOMMENDATIONS:

_____ CONTINUE EMPLOYMENT _____ ADDITIONAL EVALUATION _____ NOT RECOMMENDED

Counselor Signature *Date*

Evaluator Signature *Date*

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

Fleming County Schools

School Counselor Summative Evaluation Form

(Adapted from Kenton County)

<i>Name:</i>	<i>School:</i>	<i>Assignment:</i>	<i>Year:</i>
<p>Standard 1: Program Management, Research, and Evaluation-The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling in conjunction with the school's consolidated plan. This program should be shared with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> 1.1 Define needs and priorities. 1.2 Determine objectives. 1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program. 1.4 Organize personnel, physical resources, and activities to accomplish goals, priorities and objectives specified by school plans. 1.5 Evaluate the program to assure its contribution to the school's mission and goals. 1.6 Use information systems & technology. 	<p>Standard 2: Consultation/Collaboration-The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> 2.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students. 2.2 Interpret relevant information concerning the developmental needs of students. 2.3 Reduce barriers to student learning through direct referred services. 2.4 Facilitate new student integration into the school environment. 2.5 Work with teachers to provide support for students in a crisis situation. 2.6 Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees. 2.7 Facilitate successful communication between and among teachers, parents, teacher and students. 2.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies. 2.9 Consult with external community and professional resources. 	<p>Standard 3: Coordination-The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> 3.1 Coordinate with school and community personnel, including school councils, to provide resources, including technology, for students. 3.2 Use an effective referral process for assisting students and others to use special programs and services. 3.3 Identify community agencies for referral of students. 3.4 Maintain cooperative working relationships with community resources. 3.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.) 3.6 Maintain, update, and interpret confidential student records. 	
<i>Standard 1 Comments</i>	<i>Standard 2 Comments</i>	<i>Standard 3 Comments</i>	

Fleming County Schools: School Counselor Summative Evaluation Form

<p>Standard 4: Developmental Guidance Curriculum-The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> 4.1 Assess developmental need of students. 4.2 Address academic expectations and school-to-work initiatives. 4.3 Prepare students for successful transitions. 4.4 Evaluate results of the program's impact. 4.5 Modify the program as needed to continually meet the needs of students. 4.6 Guide individuals and groups of students through the development of educational and career plans. 4.7 Guide students to understand content from appropriate diverse, multicultural, or global perspectives. 4.8 Provide guidance for maximizing personal growth and development. 4.9 Provide the school developmental guidance program. 	<p>Standard 5: Individual/Small Group Counseling-The school counselor will provide services to address mental, physical, and emotional barriers to learning by providing services in the following ways: individual and group, scheduled and impromptu and short term and long term.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> 5.1 Provide a safe, confidential setting in which students present their needs & concerns. 5.2 Promote wellness. 5.3 Respond to crises. 5.4 Communicate empathy and understanding. 5.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling. 5.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers). 5.7 Intervene in problem/conflict situations and conduct follow-up sessions. 5.8 Respect and nurture the uniqueness of each student. 5.9 Mediate classroom and student conflict. 5.10 Empower students to develop and use their resources. 	<p>Standard 6: Assessment-The school counselor collaborates with other school and district staff as needed to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.</p> <p><i>The counselor understands and knows how to:</i></p> <ul style="list-style-type: none"> 6.1 Participate as needed in the planning, administration, and evaluation of the district/school testing program. 6.2 Interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles. 6.3 Collaborate with staff concerning assessment of special needs students. 6.4 Use assessment results and other sources of student data in formulating student career/graduation plans. 6.5 Maintain student records to ensure the confidentiality of assessment data. 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.
<p><i>Standard 4 Comments</i></p>	<p><i>Standard 5 Comments</i></p>	<p><i>Standard 6 Comments</i></p>

<p>Standard 7: Adheres to Professional Standards-The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.</p> <p><i>The counselor understands and knows how to:</i></p> <p>7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board. 7.2 Adhere to federal/state laws and regulations related to education and child protection. 7.3 Be responsible for his/her on-going professional development. 7.4 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action; except in the absence of building administrators. 7.5 Be knowledgeable of the position statements of the American School Counselor Association. 7.6 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession. 7.7. Is punctual for all duties and regular in attendance. 7.8 Meet timelines for paperwork and reporting, including 504 and ELL program services plans and progress reports.</p>	<p>Standard 8: Demonstrates Professional Leadership-The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well being.</p> <p><i>The counselor understands and knows how to:</i></p> <p>8.1 Build positive relationships within and between school and community. 8.2 Promote leadership potential in colleagues. 8.3 Participate in professional organizations and activities. 8.4 Write and speak effectively. 8.5 Participates in development of curriculum and instructional materials. 8.6 Initiates and develops educational projects and programs in the area of student services. 8.7 Practice effective listening, conflict resolution, and group-facilitation skills as a team member. 8.8 Present program in a manner that reflects sensitivity to a multicultural and global perspective. 8.9 Work with colleagues to administer an effective learning climate within the school.</p>	<p>Standard 9: Engages in Professional Development-The school counselor evaluates his or her own overall performance in relation to, but not limited to the school's Consolidated Plan, and the nine counselor standards.</p> <p><i>The counselor understands and knows how to:</i></p> <p>9.1 Establish priorities for professional growth. 9.2 Analyze student services issues to help identify professional development needs. 9.3 Consider input from others in the creation of individual professional development plans. 9.4 Implement knowledge and skills acquired through on-going professional development. 9.5 Modify own professional development plan to improve performance and to promote student learning. 9.6 Provides input for targeted student services specific professional development.</p>
<p><i>Standard 7 Comments</i></p>	<p><i>Standard 8 Comments</i></p>	<p><i>Standard 9 Comments</i></p>

Fleming County Schools: School Counselor Summative Evaluation Form **Page 3 of 3**

<i>Name:</i>	<i>School:</i>	<i>Year:</i>
Standard 1: Program Management, Research, and Evaluation	Standard 2: Consultation/Collaboration	Standard 3: Coordination
<i>Rating</i> _____	<i>Rating</i> _____	<i>Rating</i> _____
Standard 4: Developmental Guidance Curriculum	Standard 5: Individual/Small Group Counseling	Standard 6: Assessment
<i>Rating</i> _____	<i>Rating</i> _____	<i>Rating</i> _____
Standard 7: Adheres to Professional Standards	Standard 8: Demonstrates Professional Leadership	Standard 9: Engages in Professional Development
<i>Rating</i> _____	<i>Rating</i> _____	<i>Rating</i> _____
<i>3 = Meets Performance Expectations 2 = Making Progress but Growth Needed 1 = Does Not Meet (Requires corrective action plan) N/A = Not Applicable</i>		

Fleming County Schools Administrator Evaluation Form

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLL) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky. The Fleming County School District expects administrators to meet these same standards and performances.

Page 1 of 8

<i>Name:</i>	<i>School:</i>	<i>Assignment:</i>	<i>Year:</i>
<p>STANDARD 1-VISION <i>An educational 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.</i></p> <p>PERFORMANCES – The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> 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. 		<p>STANDARD 2-SCHOOL CULTURE & LEARNING <i>An educational 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.</i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> 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. 	
<p><i>Standard 1 Comments</i></p>		<p><i>Standard 2 Comments</i></p>	

Fleming County Schools: Administrative Evaluation Form

Page 2 of 8

<p>Name:</p>	<p>Year:</p>
<p>STANDARD 3-MANAGEMENT <i>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.</i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> 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.
<p><i>Standard 3 Comments</i></p>	<p><i>Standard 4 Comments</i></p>

Fleming County Schools: Administrative Evaluation Form

Name:

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 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.
- F. Is punctual for all duties and regular in attendance
- G. Adheres to the professional code of ethics
- H. **Demonstrates continuous professional growth**

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 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.

Standard 5 Comments:

Standard 6 Comments

**FLEMING COUNTY SCHOOLS: ADMINISTRATOR SUMMATIVE CONFERENCING FORM
ANALYSES OF PERFORMANCE & BASES FOR INDIVIDUAL PROFESSION 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

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1: Vision <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings (*More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
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				

*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 both 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, and a corrective action plan must be developed and implemented immediately.

Fleming County Schools: Administrative Evaluation Form

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<i>Name:</i>		<i>Year:</i>		
2: School Culture and Learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	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				

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<i>Name:</i>		<i>Year:</i>		
3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	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				

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

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<i>Name:</i>		<i>Year:</i>		
5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
A. Ensures a system of accountability for every student's academic and social success				
B. Models principals 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				
F. Is punctual for all duties and regular in attendance				
G. Adheres to the professional code of ethics				
H. Demonstrates continuous professional growth				
Overall Rating for Summative Evaluation				

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings (More than one rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
Overall Rating for Summative Evaluation				

FLEMING COUNTY SCHOOLS SUMMATIVE EVALUATION FOR ADMINISTRATORS

Fleming County Schools: *Administrative Evaluation Form*

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(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 _____

<u>Administrator Standards:</u>	<u>Ratings:</u>	<u>Meets</u>	<u>*Does Not Meet</u>
1. Vision		_____	_____
2. School Culture & Learning		_____	_____
3. Management		_____	_____
4. Collaboration		_____	_____
5. Integrity, Fairness, Ethics		_____	_____
6. Political, Economic, Legal		_____	_____
Overall Rating		_____	_____

*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 one or more “does not meet” rating(s) for one or more Standards on a Formative or Summative Evaluation **or when administration feels that there is an immediate need for action.**

**INDIVIDUAL CORRECTIVE ACTION PLAN
For**

Name _____ Work Site _____ Plan

Developed by: _____

Date _____ Standard # _____ Present Professional Growth Stage* _____

Standard #	Growth Goal	Intervention/Support	Documentation	Dates & Initials
Standard #	Growth Goal	Intervention/Support	Documentation	Dates & Initials

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

CERTIFIED EVALUATION APPEALS FORM

(If you are requesting a hearing, attach this page to the Evaluation Appeals Hearing Request Form on the next page and submit to Appeals Panel Chair (Board Appointee) within 7 working days of receipt of the summative evaluation.

NAME: _____

SCHOOL: _____

POSITION: _____

DATE OF EVALUATION: _____

PLEASE LIST YOUR REASON(S) FOR APPEALING EVALUATION.

Signature

Date Submitted

EVALUATION APPEALS HEARING REQUEST FORM
(Submit to Appeals Panel Chair within 7 working days
of receipt of the summative evaluation.)

I _____ have been evaluated by
_____ during this current school year evaluation cycle.

My disagreement with the findings of the summative evaluation has been
thoroughly discussed with my evaluator.

I respectfully request the Fleming County School District Evaluation Appeals Panel to
hear my appeal.

My appeal challenges the summative findings on:

_____ Substance

_____ Procedure

_____ Both substance and procedure

The date of the summative conference was _____.

The date the evaluator was notified of intent to appeal was _____.

Optional Additional Comments:

Employee Comments:

Supervisor Comments:

Signature _____ Date _____

This form shall be presented in person or by mail to the chairperson (BOE appointee) of the
Evaluations Appeals Panel within 7 working days of the receipt of the summative evaluation.

**CERTIFIED EMPLOYEES
EVALUATION APPEALS PANEL/PROCEDURES**

MEMBERSHIP

1. The certified employees shall elect two members and two alternates to serve on the panel.
 - A. Each school and the Central Office shall nominate two certified employees willing to serve as panel members.
 - B. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
 - C. Ballots shall be collected and counted by the secretary at each school.
 - D. A tally sheet shall be forwarded from each school to the Central Office of the County Board of Education. Ballots shall be kept on file in the principal's office in each school for two years.
 - E. The Certified Evaluation Committee members shall total the votes. Tally sheets shall be kept on file in the Central Office for two years.
 - F. The candidates with the two largest vote totals shall be named as members of the Appeals Panel.
 - G. The two candidates receiving the next largest number of votes shall be named as alternate members of the Appeals Panel.
2. The Board of Education shall appoint one certified employee and alternate to serve on the panel. The Board appointee shall chair the appeals panel.
3. Terms shall be for two years, to run from July 1 to June 30.
4. Members may be re-elected or re-appointed.

APPEAL PROCEDURE

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson (Board appointee) of the Evaluation Appeals Panel by 4:00 p.m. on the seventh working day following the receipt of the evaluation.
2. An appeal must be submitted to the Appeals Panel Chair on the forms prepared by the Certified Evaluation Committee, with an attached copy of the evaluation and any other documentation to be relied up as evidence at the hearing, filed in quadruplicate.

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.
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. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the superintendent:
 - A. Order a new evaluation by a second certified employee.
 - B. Uphold the original evaluation.
6. The chairperson of the appeals panel shall present the decision of the panel in writing to the superintendent within three working days of the hearing.
7. The evaluator shall submit any documentation to be relied upon as evidence at the hearing, filed in quadruplicate, no later than 4:00 p.m. on the third day following receipt of the request for the appeals hearing.
8. Both parties shall have opportunity to review the documentation at least 4 working days prior to the scheduled hearing, at a time set by the panel chair. All documentation will be locked in a secure place in the Central Office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.
9. At least 5 working days prior to the scheduled hearing and not later than 6 working days after receipt of the Evaluation Appeals Hearing Request, the panel will meet to review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.
10. The hearing will be held at a time and place set by the panel, but said hearing shall occur not later than 12 working days after receipt of the Evaluation Appeals Hearing Request. The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and answer questions from the panel.
11. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.

12. Only panel members, the evaluatee and evaluator, and legal counsel or chosen representative will be present at the hearing.
13. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.
14. The following procedures will be followed during the hearing:
 - A. Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.
 - B. Each party will be allowed to make a statement of claim. The evaluatee will begin.
 - C. The panel may question the evaluatee and evaluator.
 - D. Each party will be asked to make closing remarks.
 - E. The chairperson of the panel will make closing remarks.
15. The board appointee will chair the panel. If the appeal comes from a school in which one of the appeals panel members works on a daily basis, the first alternate of the appeals panel shall be used. No member of the panel shall serve on any appeal in which he/she was the evaluator.
16. The panel shall make a recommendation to the Superintendent of the Schools within fifteen (15) working days from the date of filing the appeal.
17. In the event the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education.
18. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
19. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
20. A certified employee who wishes to do so may take the matter to the State Board of Education after the appeal process has been completed.

TIMELINE FOR APPEALS PROCESS

The evaluatee submits an Evaluation Appeals Hearing Request Form and the accompanying documentation not later than 4:00 p.m., seven working days after receipt of summative evaluation. Upon receipt, the Appeals Panel Chair will implement the appeals procedure according to the following timeline:

- By Day 3:** Evaluator submits documentation by 4:00 p.m. not later than three working days after receipt of Evaluation Appeals Hearing Request.
- By Day 6:** By 4:00 p.m. not later than 6 working days after receipt of Evaluation Appeals Hearing Request, Appeals Panel reviews documentation and schedules hearing for at least 6 working days later.
- By Day 7:** Not later than 4:00 p.m. on the 7th working day following receipt of Evaluation Appeals Hearing Request, evaluatee and evaluator have opportunity to review documentation.
- By Day 12:** Hearing held, not later than 12 working days following receipt of Evaluation Appeals Hearing Request.
- By Day 15:** Panel submits recommendation to the Superintendent by 4:00 p.m. not later than 15 working days following receipt of Evaluation Appeals Hearing Request.

APPENDIX A

DISTRICT CERTIFIED EVALUATION COMMITTEE

TEACHERS:

~~Luanne Applegate, Teacher, Ewing Elementary~~
Eric Zempter, Teacher, Ewing Elementary
Cindy Combs, Teacher, Simons Middle
Bobbie McCord, Teacher, Fleming County High
Kimberly Mineer, Teacher, Flemingsburg Elementary
Linda McKee, Teacher, E.P. Ward Elementary
Michelle Hunt, Teacher, Hillsboro Elementary

PRINCIPALS:

~~Greg Emmons, Principal, Ewing Elementary~~
Luanne Applegate, Principal, Ewing Elementary
Lesia Eldridge, Principal, Simons Middle
~~Jimmy Hurdle, Principal, Fleming County High~~
Robert Bowers, Principal, Fleming County High
~~Margaret Snedegar, Principal, Flemingsburg Elementary~~
Justin Hollingsworth, Principal, Flemingsburg Elementary
Terra Greer, Principal, E.P. Ward Elementary
Carol Thompson, Principal, Hillsboro Elementary

DISTRICT CERTIFIED EVALUTION CONTACT:

~~Jesse Bacon~~
Joy Gooding

APPENDIX B: CONTACT MEMO

July 26, 2010

Mendy Edgett, Program Consultant
Kentucky Department of Education
Office of Leadership and School Improvement
Division of Leadership and Instructional Support
500 Mero Street, CPT 17th Floor
Frankfort, KY 40601

Dear Ms. Edgett:

Effective July 1, 2010, Joy Gooding will serve as Certified Evaluation Contact for the Fleming County School District.

Sincerely,

Tony Roth, Superintendent

ASSURANCES CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Fleming County School District hereby assures the Commissioner of Education that:

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 10, 2009.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date