

BUTLER COUNTY SCHOOLS

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EVALUATION PLAN

2010-2011

Scott Howard
Superintendent

Vickie Cook
Evaluation Coordinator

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**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY
SCHOOL CERTIFIED PERSONNEL
704 KAR 20:680**

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:

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 service, 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.

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.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to 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.

EVALUATION ADVISORY COMMITTEE

Jimmy Felty, Teacher, North Butler Elementary School
Laura Crafton, Teacher/Library Media Specialist, Morgantown Elementary School
Ryan Emmick, Teacher, Morgantown Elementary School
Ronnie Tyree, Teacher, Butler County Middle School
Paula Clark, Teacher/Library Media Specialist, Butler County High School
Darryl Dockery, Teacher, Butler County High School
Elaine Daugherty, Principal, North Butler Elementary School
Greg Woodcock, Principal, Morgantown Elementary School
Jeff Jennings, Principal, Butler County Middle School
Michael Elmore, Principal, Butler County High School
Vickie Cook, Instructional Coordinator, Central Office
Patty Craig, Supervisor of Instruction/Personnel Director, Central Office

BOARD APPROVAL DATES:

01/14/85	# 91
07/08/85	# 16
08/12/85	# 41
05/12/86	# 192
06/19/86	# 205
03/09/87	# 153
06/13/88	# 206
06/11/90	# 195
04/22/91	# 151
08/08/94	# 23
08/14/95	# 22
07/14/97	# 9
08/10/98	# 25
08/09/99	# 20
06/12/00	# 157
06/11/01	# 181
06/10/02	# 367
06/09/03	# 200
07/11/05	# 8
07/17/06	# 7
06/09/08	# 173

DESIGNATED CONTACT PERSON:

Instructional Coordinator

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Butler 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 9, 2008.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

CERTIFIED PERSONNEL EVALUATORS

Scott Howard	Teachers, Administrators
Vickie Cook	Teachers
Patty Craig	Teachers, Administrators
Elaine Daugherty	Teachers
Michael Elmore	Teachers
Jim Green	Teachers
Michael Gruber	Teachers
Jeff Jennings	Teachers
Vonda Jennings	Teachers
Pat O'Driscoll	Teachers
David Trabue	Teachers
Robert Tuck	Teachers
Greg Woodcock	Teachers

BUTLER COUNTY BOARD OF EDUCATION

EVALUATION POLICY

I. Purpose

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

II. Process

A. An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to improve instruction, to foster professional growth, and to support individual personnel decisions. The designated contact person regarding certified evaluation is the district's Personnel Director.

B. The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

1. The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. A teacher who exercises this third-party observer option shall do so, in writing to the primary evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.
2. The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

a. The following personnel shall be evaluated annually by their immediate supervisor as indicated:

Assistant Superintendents	Superintendent
Dir. of District Programs/Services	Superintendent/Designee
Dir. of Food Services	Superintendent
Dir. of Special Education/Pupil Personnel	Superintendent
Dir. of Transportation/Maintenance	Superintendent
Instructional Supervisor/Coordinator	Superintendent
Principals	Superintendent
Assistant Principals	Principal
Counselors	Principal

- b. The Superintendent shall be evaluated by the Board of Education annually.
 - c. Itinerant personnel shall have a classroom observation done by the primary evaluator in each school he/she serves. The summative shall be done jointly by all the primary evaluators.
3. The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.
 4. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.
 5. The evaluation process shall include formative evaluation and summative evaluation. “Formative evaluation” means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance. “Summative evaluation” means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that: a. Occur at the end of an evaluation cycle; and b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report [KRS 156.557(3)(a)(b)].
 6. The use of the pre-observation instrument in the formative data gathering process is at the discretion of the evaluator and is an optional instrument. The walk-through instrument may be used by the primary evaluator as one means of gathering formative data.
 7. Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within five (5) work days (excluding only weekends and federal holidays, but not other days outside the school calendar) following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and shall include all evaluation data.
 8. Evaluation with multiple observations (more than one) shall occur annually for each non-tenured certified employee. During the beginning teacher internship period, the formative data collected may be utilized instead of the district formative observation form to support the summative evaluation of the intern.
 9. Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.
 10. Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher, including library media specialists and curriculum resource teachers.
 11. Summative evaluation shall occur annually for an administrator.
 12. The evaluation of a certified employee below the level of the district superintendent shall be in writing on an approved evaluation form and become a part of the official personnel record. When observation is scripted, the information shall be transferred to the approved form with the script attached.

13. A copy of the evaluation shall be provided to the evaluatee. Both the evaluator and evaluatee shall sign and date the evaluation instrument. In the event, the evaluatee refuses to sign the evaluation instrument, the evaluator will have another administrator sign the form, witnessing that the evaluatee refused to sign the evaluation form. The evaluatee shall have the opportunity to respond in writing within five (5) work days (excluding only weekends and federal holidays, but not other days outside the school calendar) following his/her review of the report, and the response shall become a part of the official personnel record.
14. The primary evaluator shall determine the length, frequency, and nature of the observations.
15. All evaluations shall be maintained in the employee's personnel file. The evaluator shall provide the original of the completed summative instrument to the Central Office for personnel files no later than April 15th for non-tenured employees and June 30th for tenured employees. All documentation, including the formative instrument, shall be attached to the summative instrument.

C. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year. Principals shall explain the local evaluation process to all certified employees whom they evaluate; the superintendent shall train all certified employees whom he/she evaluates (includes primary evaluators) in the implementation of the evaluation process.

D. If, during formative evaluation, the primary evaluator determines that performance is unacceptable, he/she may select other certified administrators in the district to serve on an Intensive Assistance Team (IAT). The function of the IAT is to provide the evaluator and the evaluatee support and assistance for the improvement of area(s) deemed unacceptable by the primary evaluator.

These steps shall be followed:

1. The primary evaluator determines that an IAT should be formed.
2. The primary evaluator selects other certified administrators in the district to serve on the IAT.
3. The primary evaluator will serve as chairperson of the IAT.
4. Team members will do formal classroom (formative) observations.
5. The IAT meets with the evaluatee to develop a corrective action plan.
6. The corrective action plan shall include a statement of purpose or goal, an outline of procedures to be followed, timeline(s), and a target date.

E. Each summative evaluation shall be reviewed with the evaluatee at the end of the evaluation cycle. If the evaluatee feels the evaluation was incomplete, inaccurate, or unfair, he/she shall be given the opportunity to state his/her objections in writing and

have them attached to the evaluation form. Such objection(s) or comment(s) shall be filed, in writing, by the evaluatee within five (5) work days (excluding only weekends and federal holidays, but not other days outside the school calendar) following his/her review of the form.

F. Further, the evaluatee may request the Evaluation Appeals Panel to review the procedure and/or substance of his/her evaluation by filing a written appeal (See Appendix A.) within five (5) work days (excluding only weekends and federal holidays, but not other days outside the school calendar) following his/her review of the form (See attached form section or procedure 03.18 AP.21.)

G. When such a request is made, within five (5) work days (excluding only weekends and federal holidays, but not other days outside the school calendar), the Evaluation Appeals Panel chairperson shall notify the evaluatee and evaluator of the scheduled hearing date. The hearing shall be scheduled within five (5) work days from the date an appeal is filed. The Evaluation Appeals Panel shall meet with the evaluatee and evaluator also within five (5) work days from the date the appeal is filed. At this meeting, the evaluatee and the evaluator shall submit four (4) copies of documentation to be reviewed by the Appeals Panel in the presence of all three Appeals Panel members. The evaluatee and the evaluator may have a chosen representative present during the hearing. The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed.

III. Professional Growth Plan

Each certified employee, in consultation with his/her primary evaluator or designee, shall develop a professional growth plan which is aligned with school/district goals/objectives.

A. The plan shall be in writing on the approved form. The plan shall include:

1. the standard/indicator in which the improvement is desired,
2. means of improvement,
3. time line for improvement,
4. data to determine improvement, and
5. assessment of improvement.

B. The plan shall be reviewed/revised annually.

C. The primary evaluator or his/her designee shall be responsible for conducting a planning conference and an assessment conference with the evaluatee.

D. A copy of the evaluatee's current professional growth plan shall be on file in the building principal's office.

IV. Appeal to Kentucky Board of Education

A certified employee who feels that the district is not properly implementing the evaluation plan may file an appeal to the Kentucky Board of Education as specified by 704 KAR 3:345 Section 9.

APPENDIX A

I. Election/Appointment of Evaluation Appeals Panel

Evaluation Appeals Panel shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education, upon recommendation of the Superintendent, who is a certified employee of the board.

- A. Elected panel members shall serve a term of one (1) year.
- B. Panel members shall be elected annually.
- C. The alternates shall be the two people receiving the next greatest number of votes in the annual election and shall serve a one (1) year term.
- D. The term of the appointed panel member shall be one (1) year and may be renewed.
- E. The chairperson of the panel shall be the certified employee appointed by the Board.

II. Responsibilities of Appeals Panel

The purpose of the Appeals Panel is to hear appeals to determine if the evaluation plan process and guidelines have been followed and/or to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

- A. At the first meeting, the panel will set the time and place of the hearing, provide both parties written notice of the hearing date, and accept documentation from both parties. After the departure of both parties, panel members will review all documents, discuss and prepare hearing questions to be asked of each party by the chair. Additional questions may be posed by panel members during the hearing.
- B. At the first meeting of the panel in the presence of all three (3) members, both parties – the evaluatee and the evaluator – shall provide the panel with four (4) copies of the documentation to be reviewed. At that time, one copy of opposing documentation will be provided to each party. Except during appeals panel meetings, all documentation will be locked in a secure place in the district office. The members of the appeals committee will be the only persons to review the documentation. Confidentiality will be maintained.
- C. The hearing will be held at a time and place set by the panel. The evaluator and evaluatee will be notified of said time and invited to appear before the panel, to respond to the appeal, and to answer questions from the panel.
- D. Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

- E. For official records, the hearing will be audio taped, and if requested in writing, a copy may be provided to both parties.
- F. The following procedures will be implemented during the hearings:
 - 1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
 - 2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
 - 3. The Panel may question the evaluatee and evaluator.
 - 4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.
 - 5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
 - 6. The chairperson of the Panel will make closing remarks.
 - 7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee.
 - d. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
- G. The chairperson of the Panel shall present the Panel's written decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed. If the superintendent is the evaluator, the written findings will be presented to the Board of Education or its designee.
- H. The Superintendent shall implement the recommendation(s) of the Panel.
- I. The Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file. If the panel determines that the summative evaluation be removed from the personnel file and a copy of the Panel's findings placed in the file, the summative that is removed will be destroyed.
- J. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.
- K. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

2010-2011 APPEALS PANEL:

Darryl Dockery

Linda Tyree

Paula Clark, Alternate

James Martin, Alternate

Kenneth Reed, Appointed

Patrick O'Driscoll, Appointed Alternate

APPENDIX B

Certified Evaluation Timeline (Minimum Requirements)

Position	Evaluator	Formatives	Summative
Non-tenured Teacher	Principal	Multiple each year	Annually
Tenured Teacher	Principal	One or more annually	Once every 3 years
Tenured Library Media Specialist	Principal	One or more annually	Once every 3 years
Tenured Curriculum Resource Teacher	Principal	One or more annually	Once every 3 years
School Counselor	Principal	One or more annually	Annually
Assistant Principal	Principal	One or more annually	Annually
Principal	Superintendent	One or more annually	Annually
Other Administrators	Superintendent	One or more annually	Annually

APPENDIX C

Kentucky Teacher Standards

Standard 1: The Teacher Demonstrates Applied Content Knowledge	
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
1.1	Communicates concepts, processes, and knowledge.
1.2	Connects content to life experiences of student.
1.3	Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
1.4	Guides students to understand content from various perspectives.
1.5	Identifies and addresses students' misconceptions of content.

Standard 2: The Teacher Designs and Plans Instruction	
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
2.1	Develops significant objectives aligned with standards.
2.2	Uses contextual data to design instruction relevant to students.
2.3	Plans assessments to guide instruction and measure learning objectives.
2.4	Plans instructional strategies and activities that address learning objectives for all students.
2.5	Plans instructional strategies and activities that facilitate multiple levels of learning.

Standard 3: The Teacher Creates and Maintains Learning Climate	
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
3.1	Communicates high expectations.
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.

Standard 4: The Teacher Implements and Manages Instruction	
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
4.1	Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4.2	Implements instruction based on diverse student needs and assessment data.
4.3	Uses time effectively.
4.4	Uses space and materials effectively.
4.5	Implements and manages instruction in ways that facilitate higher order thinking.

Standard 5: The Teacher Assesses and Communicates Learning Results	
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
5.1	Uses pre-assessments.
5.2	Uses formative assessments.
5.3	Uses summative assessments.
5.4	Describes, analyzes, and evaluates student performance data.
5.5	Communicates learning results to students and parents.
5.6	Allows opportunity for student self-assessment.

Standard 6: The Teacher Demonstrates the Implementation of Technology	
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
6.1	Uses available technology to design and plan instruction.
6.2	Uses available technology to implement instruction that facilitates student learning.
6.3	Integrates student use of available technology into instruction.
6.4	Uses available technology to assess and communicate student learning.
6.5	Demonstrates ethical and legal use of technology.

Standard 7: Reflects on and Evaluates Teaching and Learning	
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	
7.1	Uses data to reflect on and evaluate student learning.
7.2	Uses data to reflect on and evaluate instructional practice.
7.3	Uses data to reflect on and identify areas for professional growth.

Standard 8: 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.	
8.1	Identifies students whose learning could be enhanced by collaboration.
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.
8.3	Implements planned activities that enhance student learning and engage all parties.
8.4	Analyzes data to evaluate the outcomes of collaborative efforts.

Standard 9: Evaluates Teaching and Implements Professional Development	
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	
9.1	Self assesses performance relative to Kentucky's Teacher Standards.
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3	Designs a professional growth plan that addresses identified priorities.
9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Standard 10: Provides Leadership within School/Community/Profession	
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school (Adheres to Professional Code of Ethics for Kentucky School Personnel, 704 KAR 20:680.).
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.

APPENDIX D

Evaluation Standards and Performance Criteria for Library Media Specialists *(In addition to Standards and Performance Criteria for Teachers)*

Standard 11: Use of Information and Ideas

School library media specialists encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Specialists promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

- 11.1** Efficient and ethical information-seeking behavior
- 11.2** Literacy and reading
- 11.3** Access to information
- 11.4** Stimulating learning environment

Standard 12: Teaching and Learning

School library media specialists model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Specialists design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

- 12.1** Knowledge of learners and learning
- 12.2** Effective and knowledgeable teacher
- 12.3** Information literacy curriculum

Standard 13: Collaboration and Leadership

School library media specialists provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

- 13.1** Connection with the library community
- 13.2** Instructional partner
- 13.3** Educational leader

Standard 14: Program Administration

School library media specialists administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

Informally evaluates individual and group needs and provides appropriate learning experiences. Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.

Provides for independent and cooperative group learning.

- 14.1** Managing information resources: Selecting, organizing, using
- 14.2** Managing program resources: Human, financial, physical
- 14.3** Comprehensive and collaborative strategic planning and assessment

APPENDIX E

Evaluation Standards and Performance Criteria for Resource Teachers *(In addition to Standards and Performance Criteria for Teachers)*

Standard 11: Professional Responsibilities

- 11.1 Plans and delivers direct training based on building determined instructional needs and School Comprehensive Plan.
- 11.2 Provides follow-up and technical assistance/consultation at the building level, with emphasis on developmental appropriate and effective classroom practices with linkages between primary to immediate, immediate to middle, middle to high school.
- 11.3 Assists in curriculum and instructional alignment and implementation in the classroom setting.
- 11.4 Provides classroom demonstration lessons relating to appropriate methods of assessment reporting and curriculum and instruction.
- 11.5 Assists, through collaborative efforts with the school's teachers, principal, parents, and community, the planning and implementation of each assigned school's Comprehensive Plan.
- 11.6 Assists classroom teachers in implementing new teaching strategies.
- 11.7 Assists with the analysis of assessment results (CATS, classroom assessment, etc.) and assists classroom teachers with the implementation of assessment strategies.
- 11.8 Works to increase parent awareness of and involvement in the education of the child, utilizes community resources.

APPENDIX F

Evaluation Standards and Performance Criteria for School Counselors

Standard 1: Program Management, Research, and Evaluation

Develops a process and procedure for planning, implementation and evaluation of a comprehensive development program of guidance and counseling.

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

Standard 2: Developmental Guidance Curriculum

Provides a developmental, preventive guidance program within the school.

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepares students for successful transition.
- 2.4 Evaluates the results of the curriculum's impact.
- 2.5 Modifies the curriculum as needed to continually meet the needs of students.
- 2.6 Guides individuals and groups of students through the development of educational and career plans.
- 2.7 Provides guidance for maximizing personal growth and development.
- 2.8 Teaches the school developmental guidance curriculum.
- 2.9 Assists teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

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

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

3.10 Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

Functions in a cooperative process to assist others to effectively meet the needs of students.

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

Standard 5: Coordination

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.

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

Standard 6: Assessment

Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

- 6.1 Participates in the planning and evaluation of the district/school testing program.
- 6.2 Assesses, interprets and communicates learning results to students, faculty, parents, and community with respect to aptitude, achievements, interests, temperaments and learning styles.
- 6.3 Collaborates with staff concerning assessment of special needs students.
- 6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinates student records to ensure the confidentiality of assessment data.
- 6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standard

Acts within legal and within ethical guidelines to accomplish educational purposes.

- 7.1 Adheres to professional Code of Ethics of the American Counseling Association and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adheres to federal/state laws and regulations related to education and child protection.
- 7.3 Accepts responsibility for on-going professional development.
- 7.4 Acts in a role that clearly distinguishes him/her from any professional who administers disciplinary action.
- 7.5 Is knowledgeable of the position statements of the American School Counselor Association.
- 7.6 Identifies 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 Demonstrates leadership related to assignment, including attendance and punctuality and evaluating results.
- 7.8 Performs duties consistent with school, community goals and administrative regulations.

Standard 8: Demonstrates Professional Leadership

Provides professional leadership within the school and community goals and administrative regulations.

- 8.1 Builds positive relationships within and between school and community.
- 8.2 Promotes leadership potential in colleagues.
- 8.3 Participates in professional organizations and activities.
- 8.4 Writes and speaks effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
- 8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective and provides promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences.
- 8.10 Writes for publications, presents at conferences and provides professional development.
- 8.11 Works with colleagues to administer an effective learning climate within the school.
- 8.12 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.

Standard 9: Engages in Professional Development

Evaluates his or her overall performance in relation to Kentucky's learning goals and implements a professional development plan.

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.

- 9.3 Solicits input from others in the creation of individual professional development needs.
- 9.4 Implements knowledge and skills acquired through on-going professional development.
- 9.5 Modifies own professional development plan to improve performance and to promote student learning.

APPENDIX G

ISLLC

Evaluation Standards for Education Administrators

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

Standard 1: 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.	
Functions:	
1.A	Collaboratively develop and implement a shared vision and mission.
1.B	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
1.C	Create and implement plans to achieve goals.
1.D	Promote continuous and sustainable improvement.
1.E	Monitor and evaluate progress and revise plans.
Standard 2: 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.	
Functions:	
2.A	Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
2.B	Create a comprehensive, rigorous, and coherent curricular program.
2.C	Create a personalized and motivating learning environment for students.
2.D	Supervise instruction.
2.E	Develop assessment and accountability systems to monitor student progress.
2.F	Develop the instructional and leadership capacity of staff.
2.G	Maximize time spent on quality instruction.
2.H	Promote the use of the most effective and appropriate technologies to support teaching and learning.
2.I	Monitor and evaluate the impact of the instructional program.
Standard 3: An educational 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:	
3.A	Monitor and evaluate the management and operational systems.
3.B	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
3.C	Promote and protect the welfare and safety of students and staff.
3.D	Develop the capacity for distributed leadership.
3.E	Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4 : An educational 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:	
4.A	Collect and analyze data and information pertinent to the educational environment.
4.B	Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
4.C	Build and sustain positive relationships with families and caregivers.
4.D	Build and sustain productive relationships with community partners.

Standard 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
Functions:	
5.A	Ensure a system of accountability for every student’s academic and social success.
5.B	Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
5.C	Safeguard the values of democracy, equity, and diversity.
5.D	Consider and evaluate the potential moral and legal consequences of decision-making.
5.E	Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	
Functions:	
6.A	Advocate for children, families, and caregivers.
6.B	Act to influence local, district, state, and national decisions affecting student learning.
6.C	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

FORMS

Walk-Through Observation
(Optional)

Teacher _____ Date _____ Time _____

Observer _____

School : North Butler Elementary School Morgantown Elementary School
 Butler County Middle School Butler County High School
 Green River School Butler County Learning Center

Please check appropriate observed descriptors.

Comments:

1. Curriculum
<input type="checkbox"/> Curriculum posted
<input type="checkbox"/> Evidence of planned lessons
<input type="checkbox"/> Evident link to life, career, continuing education
2. Assessment
<input type="checkbox"/> Expectations clearly communicated
<input type="checkbox"/> Assessment embedded
<input type="checkbox"/> Demonstrated good questioning techniques
<input type="checkbox"/> Students engaged in self-reflection
3. Instruction
<input type="checkbox"/> Delivery engages all students
<input type="checkbox"/> Communicates what is being taught
<input type="checkbox"/> Communicates why concept is being taught
<input type="checkbox"/> Reviews skills, knowledge, concepts already in place
<input type="checkbox"/> Addresses multiple learning styles
<input type="checkbox"/> Provides for student choice
<input type="checkbox"/> Instructional time is well used
4. Culture
<input type="checkbox"/> Maintains high expectations for all students
<input type="checkbox"/> Teacher exhibits positive attitude towards students
<input type="checkbox"/> Students exhibit a sense of comfort
5. Organization
<input type="checkbox"/> Classroom is orderly and well managed
<input type="checkbox"/> Instruction time is well used
<input type="checkbox"/> Student work displayed
<input type="checkbox"/> Adequate space for activities
<u>Activities in Progress:</u>
Yes No
<input type="checkbox"/> <input type="checkbox"/> Lecture
<input type="checkbox"/> <input type="checkbox"/> Teacher demonstration
<input type="checkbox"/> <input type="checkbox"/> Teacher/Student discussion
<input type="checkbox"/> <input type="checkbox"/> Student/Student discussion
<input type="checkbox"/> <input type="checkbox"/> Cooperative group activity
<input type="checkbox"/> <input type="checkbox"/> Students using technology

Teacher's Signature/Date: _____ / _____

BUTLER COUNTY PERFORMANCE EVALUATION Formative Observation For Teachers

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

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

Evaluator/Observer _____ Position _____ School _____

Date of Observation (#1) _____

Date of Conference (Analyses) _____

_____/_____
Evaluatee Signature/ Date

_____/_____
Evaluator Signature/Date

Date of Observation (#2) _____

Date of Conference (Analyses) _____

_____/_____
Evaluatee Signature/ Date

_____/_____
Evaluator Signature/Date

Date of Observation (#3) _____

Date of Conference (Analyses) _____

_____/_____
Evaluatee Signature/ Date

_____/_____
Evaluator Signature/Date

Conference Summary

List standards/performance criteria to be included in the professional growth plan:

Note: Teacher Standards not observed (7. Reflects on and Evaluates Teaching and Learning, 8. Collaborates with Colleagues/Parents/Others, 9. Evaluates Teaching and Implements Professional Development, and 10. Provides Leadership within School/Community/Profession) may require documentation by the evaluatee.

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Teachers

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 1: The teacher demonstrates applied content knowledge. <ul style="list-style-type: none"> The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
1.1 Communicates concepts, processes, and knowledge. <ul style="list-style-type: none"> Accurately and effectively communicates an in-depth understanding of concerns, processes, and/or knowledge in ways that contribute to the learning of all students. 1.2 Connects content to life experiences of students. <ul style="list-style-type: none"> Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas. 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning. <ul style="list-style-type: none"> Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. 1.4 Guides students to understand content from various perspectives. <ul style="list-style-type: none"> Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives. 1.5 Identifies and addresses students' misconceptions of content. <ul style="list-style-type: none"> Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices. 			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 2: The teacher designs and plans instruction. <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
2.1 Develops significant objectives aligned with standards. <ul style="list-style-type: none"> Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Teachers**

<p>2.2 Uses contextual data to design instruction relevant to students.</p> <ul style="list-style-type: none"> Plans and designs instruction that is based on significant contextual and pre-assessment data. <p>2.3 Plans assessments to guide instruction and measure learning objectives.</p> <ul style="list-style-type: none"> Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. <p>2.4 Plans instructional strategies and activities that address learning objectives for all students.</p> <ul style="list-style-type: none"> Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives. <p>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</p> <ul style="list-style-type: none"> Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. 	
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Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
<p>Standard 3: Creates/Maintains Learning Climate</p> <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>3.1 Communicates high expectations.</p> <ul style="list-style-type: none"> Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations. 			
<p>3.2 Establishes a positive learning environment.</p> <ul style="list-style-type: none"> Maintains a fair, respectful, and productive classroom environment conducive to learning. 			
<p>3.3 Values and supports student diversity and addresses individual needs.</p> <ul style="list-style-type: none"> Consistently uses appropriate and responsive instructional strategies that address the needs of all students. 			
<p>3.4 Fosters mutual respect between teacher and students and among students.</p> <ul style="list-style-type: none"> Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern. 			
<p>3.5 Provides a safe environment for learning.</p> <ul style="list-style-type: none"> Maintains a classroom environment that is both emotionally and physically safe for all students. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Teachers**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 4: The teacher implements and manages instruction. <ul style="list-style-type: none"> 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. 			
Comments/Notes:			
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. <ul style="list-style-type: none"> Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. 			
4.2 Implements instruction based on diverse student needs and assessment data. <ul style="list-style-type: none"> Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. 			
4.3 Uses time effectively. <ul style="list-style-type: none"> Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning. 			
4.4 Uses space and materials effectively. <ul style="list-style-type: none"> Makes optimal use of classroom space and uses a variety instructional resources and technologies to enhance student learning. 			
4.5 Implements and manages instruction in ways that facilitate higher order thinking. <ul style="list-style-type: none"> Consistently uses a variety of appropriate strategies to facilitate higher-order thinking. 			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 5: The teacher assesses and communicates learning results. <ul style="list-style-type: none"> 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. 			
Comments/Notes:			
5.1 Uses pre-assessments. <ul style="list-style-type: none"> Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students. 			

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Teachers

<p>5.2 Uses formative assessments.</p> <ul style="list-style-type: none"> Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. 	
<p>5.3 Uses summative assessments.</p> <ul style="list-style-type: none"> Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. 	
<p>5.4 Describes, analyzes and evaluates student performance.</p> <ul style="list-style-type: none"> Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. 	
<p>5.5 Communicates learning results to students and parents.</p> <ul style="list-style-type: none"> Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. 	
<p>5.6 Allows opportunity for student self-assessment.</p> <ul style="list-style-type: none"> Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. 	

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
<p>Standard 6: The teacher demonstrates the implementation of technology.</p> <ul style="list-style-type: none"> 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. 			
Comments/Notes:			
<p>6.1 Uses available technology to design and plan instruction.</p> <ul style="list-style-type: none"> Uses appropriate technology to design and plan instruction that supports and extends learning of all students. 			
<p>6.2 Uses available technology to implement instruction that facilitates student learning.</p> <ul style="list-style-type: none"> Designs and implements research-based, technology-infused instructional strategies to support learning of all students. 			
<p>6.3 Integrates student use of available technology into instruction.</p> <ul style="list-style-type: none"> Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. 			

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Teachers

<p>6.4 Uses available technology to assess and communicate student learning.</p> <ul style="list-style-type: none"> • Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. 	
<p>6.5 Demonstrates ethical and legal use of technology.</p> <ul style="list-style-type: none"> • Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology. 	

Teacher Standards not observed may require documentation by the evaluatee.

Standard 7: Reflects on and evaluates teaching and learning.

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

7.1 Uses data to reflect on and evaluate student learning.

- Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.

- Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas for professional growth.

- Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional development.

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.

8.1 Identifies students whose learning could be enhanced by collaboration.

- Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaboration effort.

- Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

- Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

- Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

Standard 9: Evaluates teaching and implements professional development.

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

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

- Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

- Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

- Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority 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.

Standard 10: Provides leadership within school/community/profession.

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

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

- 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 (Adheres to Professional Code of Ethics for Kentucky School Personnel, 704 KAR 20:680.).

10.2 Develops a plan for engaging in leadership activities.

- Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

- Effectively implements the leadership work plan.

10.4 Analyzes data 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.

BUTLER COUNTY PERFORMANCE EVALUATION Formative Observation For Library Media Specialist

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

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

Evaluator/Observer _____ Position _____ School _____

Date of Observation (#1) _____

Date of Conference (Analyses) _____

Evaluatee Signature/ Date

Evaluator Signature/Date

Date of Observation (#2) _____

Date of Conference (Analyses) _____

Evaluatee Signature/ Date

Evaluator Signature/Date

Date of Observation (#3) _____

Date of Conference (Analyses) _____

Evaluatee Signature/ Date

Evaluator Signature/Date

Conference Summary

List standards/performance criteria to be included in the professional growth plan:

Note: Teacher Standards not observed (7. Reflects on and Evaluates Teaching and Learning, 8. Collaborates with Colleagues/Parents/Others, 9. Evaluates Teaching and Implements Professional Development, and 10. Provides Leadership within School/Community/Profession) may require documentation by the evaluatee.

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Library Media Specialist**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 1: The teacher demonstrates applied content knowledge. <ul style="list-style-type: none"> • The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>1.1 Communicates concepts, processes, and knowledge.</p> <ul style="list-style-type: none"> • Accurately and effectively communicates an in-depth understanding of concerns, processes, and/or knowledge in ways that contribute to the learning of all students. <p>1.2 Connects content to life experiences of students.</p> <ul style="list-style-type: none"> • Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas. <p>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</p> <ul style="list-style-type: none"> • Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. <p>1.4 Guides students to understand content from various perspectives.</p> <ul style="list-style-type: none"> • Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives. <p>1.5 Identifies and addresses students' misconceptions of content.</p> <ul style="list-style-type: none"> • Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices. 			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 2: The teacher designs and plans instruction. <ul style="list-style-type: none"> • 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>2.1 Develops significant objectives aligned with standards.</p> <ul style="list-style-type: none"> • Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities. 			

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Library Media Specialist

<p>2.2 Uses contextual data to design instruction relevant to students.</p> <ul style="list-style-type: none"> Plans and designs instruction that is based on significant contextual and pre-assessment data. <p>2.3 Plans assessments to guide instruction and measure learning objectives.</p> <ul style="list-style-type: none"> Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. <p>2.4 Plans instructional strategies and activities that address learning objectives for all students.</p> <ul style="list-style-type: none"> Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives. <p>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</p> <ul style="list-style-type: none"> Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. 	
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Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
<p>Standard 3: Creates/Maintains Learning Climate</p> <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>3.1 Communicates high expectations.</p> <ul style="list-style-type: none"> Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations. 			
<p>3.2 Establishes a positive learning environment.</p> <ul style="list-style-type: none"> Maintains a fair, respectful, and productive classroom environment conducive to learning. 			
<p>3.3 Values and supports student diversity and addresses individual needs.</p> <ul style="list-style-type: none"> Consistently uses appropriate and responsive instructional strategies that address the needs of all students. 			
<p>3.4 Fosters mutual respect between teacher and students and among students.</p> <ul style="list-style-type: none"> Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern. 			
<p>3.5 Provides a safe environment for learning.</p> <ul style="list-style-type: none"> Maintains a classroom environment that is both emotionally and physically safe for all students. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Library Media Specialist**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 4: The teacher implements and manages instruction.	Meets	Growth Needed	Does Not Meet
<ul style="list-style-type: none"> 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. 			
Comments/Notes:			
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. <ul style="list-style-type: none"> Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. 			
4.2 Implements instruction based on diverse student needs and assessment data. <ul style="list-style-type: none"> Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. 			
4.3 Uses time effectively. <ul style="list-style-type: none"> Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning. 			
4.4 Uses space and materials effectively. <ul style="list-style-type: none"> Makes optimal use of classroom space and uses a variety instructional resources and technologies to enhance student learning. 			
4.5 Implements and manages instruction in ways that facilitate higher order thinking. <ul style="list-style-type: none"> Consistently uses a variety of appropriate strategies to facilitate higher-order thinking. 			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 5: The teacher assesses and communicates learning results.	Meets	Growth Needed	Does Not Meet
<ul style="list-style-type: none"> 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. 			
Comments/Notes:			
5.1 Uses pre-assessments. <ul style="list-style-type: none"> Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Library Media Specialist**

<p>5.2 Uses formative assessments.</p> <ul style="list-style-type: none"> Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. 	
<p>5.3 Uses summative assessments.</p> <ul style="list-style-type: none"> Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. 	
<p>5.4 Describes, analyzes and evaluates student performance.</p> <ul style="list-style-type: none"> Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. 	
<p>5.5 Communicates learning results to students and parents.</p> <ul style="list-style-type: none"> Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. 	
<p>5.6 Allows opportunity for student self-assessment.</p> <ul style="list-style-type: none"> Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. 	

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
<p>Standard 6: The teacher demonstrates the implementation of technology.</p> <ul style="list-style-type: none"> 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. 			
Comments/Notes:			
<p>6.1 Uses available technology to design and plan instruction.</p> <ul style="list-style-type: none"> Uses appropriate technology to design and plan instruction that supports and extends learning of all students. 			
<p>6.2 Uses available technology to implement instruction that facilitates student learning.</p> <ul style="list-style-type: none"> Designs and implements research-based, technology-infused instructional strategies to support learning of all students. 			
<p>6.3 Integrates student use of available technology into instruction.</p> <ul style="list-style-type: none"> Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Library Media Specialist**

<p>6.4 Uses available technology to assess and communicate student learning.</p> <ul style="list-style-type: none"> • Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. 	
<p>6.5 Demonstrates ethical and legal use of technology.</p> <ul style="list-style-type: none"> • Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology. 	

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
<p>Standard 11: Use of Information and Ideas</p> <ul style="list-style-type: none"> • School library media specialists encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Specialists promote efficient and ethical information-seeking behavior as part of the school library media program and its services. 	Meets	Growth Needed	Does Not Meet
Comments and Notes:			
11.1 Efficient and ethical information-seeking behavior			
11.2 Literacy and reading			
11.3 Access to information			
11.4 Stimulating learning environment			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
<p>Standard 12: Teaching and Learning</p> <ul style="list-style-type: none"> • School library media specialists model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Specialists design and implement instruction that engages the student’s interests, passions, and needs which drive their learning. 	Meets	Growth Needed	Does Not Meet
Comments and Notes:			
12.1 Knowledge of learners and learning			
12.2 Effective and knowledgeable teacher			
12.3 Information literacy curriculum			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 13: Collaboration and Leadership <ul style="list-style-type: none"> School library media specialists provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas. 	Meets	Growth Needed	Does Not Meet
Comments and Notes:			
13.1 Connection with the library community			
13.2 Instructional partner			
13.3 Educational leader			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 14: Program Administration <ul style="list-style-type: none"> School library media specialists administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration. 	Meets	Growth Needed	Does Not Meet
Comments and Notes:			
14.1 Managing information resources: Selecting, organizing, using			
14.2 Managing program resources: Human, financial, physical			
14.3 Comprehensive and collaborative strategic planning and assessment			

Teacher Standards not observed may require documentation by the evaluatee.

Standard 7: Reflects on and evaluates teaching and learning.

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

7.1 Uses data to reflect on and evaluate student learning.

- Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.

- Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas for professional growth.

- Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional development.

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.

8.1 Identifies students whose learning could be enhanced by collaboration.

- Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaboration effort.

- Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

- Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

- Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

Standard 9: Evaluates teaching and implements professional development.

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

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

- Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

- Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

- Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority 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.

Standard 10: Provides leadership within school/community/profession.

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

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

- 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.

10.2 Develops a plan for engaging in leadership activities.

- Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

- Effectively implements the leadership work plan.

10.4 Analyzes data 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.

BUTLER COUNTY PERFORMANCE EVALUATION Formative Observation For Curriculum Resource Teachers

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

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

Evaluator/Observer _____ Position _____ School _____

Date of Observation (#1) _____

Date of Conference (Analyses) _____

Evaluatee Signature/ Date

Evaluator Signature/Date

Date of Observation (#2) _____

Date of Conference (Analyses) _____

Evaluatee Signature/ Date

Evaluator Signature/Date

Date of Observation (#3) _____

Date of Conference (Analyses) _____

Evaluatee Signature/ Date

Evaluator Signature/Date

Conference Summary

List standards/performance criteria to be included in the professional growth plan:

Note: Teacher Standards not observed (7. Reflects on and Evaluates Teaching and Learning, 8. Collaborates with Colleagues/Parents/Others, 9. Evaluates Teaching and Implements Professional Development, and 10. Provides Leadership within School/Community/Profession) may require documentation by the evaluatee.

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Curriculum Resource Teachers**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 1: The teacher demonstrates applied content knowledge. <ul style="list-style-type: none"> The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>1.1 Communicates concepts, processes, and knowledge.</p> <ul style="list-style-type: none"> Accurately and effectively communicates an in-depth understanding of concerns, processes, and/or knowledge in ways that contribute to the learning of all students. <p>1.2 Connects content to life experiences of students.</p> <ul style="list-style-type: none"> Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas. <p>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</p> <ul style="list-style-type: none"> Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. <p>1.4 Guides students to understand content from various perspectives.</p> <ul style="list-style-type: none"> Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives. <p>1.5 Identifies and addresses students' misconceptions of content.</p> <ul style="list-style-type: none"> Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices. 			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 2: The teacher designs and plans instruction. <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>2.2 Develops significant objectives aligned with standards.</p> <ul style="list-style-type: none"> Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Curriculum Resource Teachers**

<p>2.2 Uses contextual data to design instruction relevant to students.</p> <ul style="list-style-type: none"> Plans and designs instruction that is based on significant contextual and pre-assessment data. <p>2.4 Plans assessments to guide instruction and measure learning objectives.</p> <ul style="list-style-type: none"> Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. <p>2.4 Plans instructional strategies and activities that address learning objectives for all students.</p> <ul style="list-style-type: none"> Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives. <p>2.6 Plans instructional strategies and activities that facilitate multiple levels of learning.</p> <ul style="list-style-type: none"> Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. 	
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Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
<p>Standard 3: Creates/Maintains Learning Climate</p> <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
<p>3.1 Communicates high expectations.</p> <ul style="list-style-type: none"> Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations. 			
<p>3.2 Establishes a positive learning environment.</p> <ul style="list-style-type: none"> Maintains a fair, respectful, and productive classroom environment conducive to learning. 			
<p>3.3 Values and supports student diversity and addresses individual needs.</p> <ul style="list-style-type: none"> Consistently uses appropriate and responsive instructional strategies that address the needs of all students. 			
<p>3.4 Fosters mutual respect between teacher and students and among students.</p> <ul style="list-style-type: none"> Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern. 			
<p>3.5 Provides a safe environment for learning.</p> <ul style="list-style-type: none"> Maintains a classroom environment that is both emotionally and physically safe for all students. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Curriculum Resource Teachers**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 4: The teacher implements and manages instruction. <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. <ul style="list-style-type: none"> Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. 			
4.2 Implements instruction based on diverse student needs and assessment data. <ul style="list-style-type: none"> Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. 			
4.3 Uses time effectively. <ul style="list-style-type: none"> Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning. 			
4.4 Uses space and materials effectively. <ul style="list-style-type: none"> Makes optimal use of classroom space and uses a variety instructional resources and technologies to enhance student learning. 			
4.5 Implements and manages instruction in ways that facilitate higher order thinking. <ul style="list-style-type: none"> Consistently uses a variety of appropriate strategies to facilitate higher-order thinking. 			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 5: The teacher assesses and communicates learning results. <ul style="list-style-type: none"> 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. 	Meets	Growth Needed	Does Not Meet
Comments/Notes:			
5.1 Uses pre-assessments. <ul style="list-style-type: none"> Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Curriculum Resource Teachers**

<p>5.2 Uses formative assessments.</p> <ul style="list-style-type: none"> Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. 	
<p>5.3 Uses summative assessments.</p> <ul style="list-style-type: none"> Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. 	
<p>5.4 Describes, analyzes and evaluates student performance.</p> <ul style="list-style-type: none"> Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. 	
<p>5.5 Communicates learning results to students and parents.</p> <ul style="list-style-type: none"> Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions. 	
<p>5.6 Allows opportunity for student self-assessment.</p> <ul style="list-style-type: none"> Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning. 	

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
<p>Standard 6: The teacher demonstrates the implementation of technology.</p> <ul style="list-style-type: none"> 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. 			
Comments/Notes:			
<p>6.1 Uses available technology to design and plan instruction.</p> <ul style="list-style-type: none"> Uses appropriate technology to design and plan instruction that supports and extends learning of all students. 			
<p>6.2 Uses available technology to implement instruction that facilitates student learning.</p> <ul style="list-style-type: none"> Designs and implements research-based, technology-infused instructional strategies to support learning of all students. 			
<p>6.3 Integrates student use of available technology into instruction.</p> <ul style="list-style-type: none"> Provides varied and authentic opportunities for all students to use appropriate technology to further their learning. 			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Curriculum Resource Teachers**

<p>6.4 Uses available technology to assess and communicate student learning.</p> <ul style="list-style-type: none"> • Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. 	
<p>6.5 Demonstrates ethical and legal use of technology.</p> <ul style="list-style-type: none"> • Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology. 	

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 11: Professional Responsibilities	Meets	Growth Needed	Does Not Meet
	Comments/Notes:		
<p>11.1 Plans and delivers direct training based on building determined instructional needs and School Comprehensive Plan.</p>			
<p>11.2 Provides follow-up and technical assistance/consultation at the building level, with emphasis on developmental appropriate and effective classroom practices with linkages between primary to immediate, immediate to middle, middle to high school.</p>			
<p>11.3 Assists in curriculum and instructional alignment and implementation in the classroom setting.</p>			
<p>11.4 Provides classroom demonstration lessons relating to appropriate methods of assessment reporting and curriculum and instruction.</p>			
<p>11.5 Assists, through collaborative efforts with the school's teachers, principals, parents, and community, the planning and implementation of each assigned school's Comprehensive Plan.</p>			
<p>11.6 Assists classroom teachers in implementing new teaching strategies.</p>			
<p>11.7 Assists with the analysis of assessment results (CATS, classroom assessments, etc.) and assists classroom teachers with implementation of assessment strategies.</p>			
<p>11.8 Works to increase parent awareness of and involvement in the education of their child, utilizes community resources.</p>			

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For Curriculum Resource Teachers

Teacher Standards not observed may require documentation by the evaluatee.

Standard 7: Reflects on and evaluates teaching and learning.

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

7.1 Uses data to reflect on and evaluate student learning.

- Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.

- Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas for professional growth.

- Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional development.

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.

8.1 Identifies students whose learning could be enhanced by collaboration.

- Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaboration effort.

- Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

- Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

- Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

Standard 9: Evaluates teaching and implements professional development.

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

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

- Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

- Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

- Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority 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.

Standard 10: Provides leadership within school/community/profession.

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

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

- 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.

10.2 Develops a plan for engaging in leadership activities.

- Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

- Effectively implements the leadership work plan.

10.4 Analyzes data 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.

_____ School Year

- _____ Awareness
- _____ Preparation
- _____ Implementation
- _____ Refinement
- _____ Corrective Action Plan

Butler County Schools
Individual Professional Growth Plan
 (Teacher, Library Media Specialist, Curriculum Resource Teacher)

Evaluatee

Date

Work Site

(Multiple objectives may require multiple pages.)

A. Standard(s):

- _____ 1. Demonstrates Applied Content Knowledge
- _____ 2. Designs and Plans Instruction
- _____ 3. Creates/Maintains Learning Climate
- _____ 4. Implements/Manages Instruction
- _____ 5. Assesses and Communicates Learning Results
- _____ 6. Demonstrates the Implementation of Technology
- _____ 7. Reflects on and Evaluates Teaching/Learning
- _____ 8. Collaborates with Colleagues/Parents/Others
- _____ 9. Evaluates Teaching and Implements PD
- _____ 10. Provides Leadership within School/Comm./Profession
- _____ 11. Other: _____

1. Growth Objective
 (Describe desired outcome.)

2. Actions for Achieving Objective(s)

Date(s)

Actions – What will I do? (observe others, attend training, etc.)

Impact/Evidence of progress (observation, lesson plans, portfolio, video, and/or other):

3. Evaluatee's Comments:

E. Evaluator's Comments:

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This plan is aligned with the school consolidated plan and school professional development plans.

Individual Professional Growth Plan Developed
Continued

Annual Review: ___ Achieved; ___ Revised;

_____ Evaluatee/Date /	_____ Evaluatee/Date /
_____ Evaluator/Date /	_____ Evaluator/Date /

Name: _____

School: _____

School Year: _____

Individual Professional Development Report

Purpose: To collect information on the implementation of professional development plans, fulfill state requirements, and provide input for needs assessment.

Instructions: List the title of the professional development activities or experiences completed (column I), the date of the activity (column II), the number of hours earned (column III), and the type of activity/experience (column IV). Also, report your stage of development as a result of each activity (column V) and the effectiveness or impact of the experience (column VI).

- Stages of Development: O/A - Orientation/Awareness; P/A - Preparation/Application; I/M Implementation/Management; R/I - Refinement/Impact.
- Effectiveness: **1** - no impact; **5** - very effective.

I. Title of Activity/Experience	II. Date	III. Hours Earned	IV. Activity/Experience (Ex.: Workshop)	V. Stage of Development: O/A, P/A, I/M, R/I	VI. Effectiveness or Impact: Low High 1 2 3 4 5	VII. Comments

Total Number of Hours Earned: _____

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For School Counselor

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

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

Evaluator/Observer _____ **Position** _____ **School** _____

Date of Observation (#1) _____

Date of Conference (Analyses) _____

/ _____
Evaluatee Signature/ Date

/ _____
Evaluator Signature/Date

Date of Observation (#2) _____

Date of Conference (Analyses) _____

/ _____
Evaluatee Signature/ Date

/ _____
Evaluator Signature/Date

Date of Observation (#3) _____

Date of Conference (Analyses) _____

/ _____
Evaluatee Signature/ Date

/ _____
Evaluator Signature/Date

Conference Summary

List standards/performance criteria to be included in the professional growth plan:

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For School Counselor

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 1: Program Management, Research, and Evaluation The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.			
Comments/Notes:			
1.1. Define needs and priorities.			
1.2. Determine objectives.			
1.3. Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.			
1.4. Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.			
1.5. Evaluate the program to assure its contribution to the school's mission and goals.			
1.6. Use information systems and technology.			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 2: Developmental Guidance Curriculum The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.			
Comments/Notes:			
2.1. Assess the developmental need of students.			
2.2. Address academic expectations and school to-work initiatives.			
2.3. Prepare students for successful transitions.			
2.4. Evaluate the results of the curriculum's impact.			
2.5. Modify the curriculum as needed to continually meet the needs of students.			
2.6. Guide individuals and groups of students through the development of educational and career plans.			
2.7. Provide guidance for maximizing personal growth and development.			
2.8. Teach the school developmental guidance curriculum.			
2.9. Assist teachers in the teaching of the guidance curriculum.			

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For School Counselor

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 3: Individual/Small Group Counseling The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.			
Comments/Notes:			
3.1. Provide a safe, confidential setting in which students present their needs and concerns.			
3.2. Promote wellness.			
3.3. Respond to crises.			
3.4. Communicate empathy and understanding.			
3.5. Utilize a broad range of techniques and accepted theories appropriate to school counseling.			
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).			
3.7. Intervene in problem/conflict situations and conduct follow-up sessions.			
3.8. Respect and nurture the uniqueness of each student.			
3.9. Mediate classroom and student conflict.			
3.10. Empower students to develop and use their resources.			

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

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For School Counselor

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 5: Coordination The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.			
Comments/Notes:			
5.1. Coordinate with school and community personnel, including school councils, to provide resources for students.			
5.2. Use an effective referral process for assisting students and others to use special programs and services.			
5.3. Identify community agencies for referral of students.			
5.4. Maintain cooperative working relationships with community resources.			
5.5. Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
Standard 6: Assessment The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.			
Comments/Notes:			
6.1. Participate in the planning and evaluation of the district/school testing program.			
6.2. Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.			
6.3. Collaborate with staff concerning assessment of special needs students.			
6.4. Use assessment results and other sources of student data in formulating student career/graduation plans.			
6.5. Coordinate student records to ensure the confidentiality of assessment data.			
6.6. Provide orientation sessions for faculty, students, and parents regarding the assessment program.			

BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For School Counselor

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

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
	Meets	Growth Needed	Does Not Meet
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.			
Comments/Notes:			
8.1 Build positive relationships within and between school and community.			
8.2 Promote leadership potential in colleagues.			
8.3 Participate in professional organizations and activities.			
8.4 Write and speak effectively.			
8.5 Guides the development of curriculum and instructional materials.			
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.			
8.7 Initiates and develops educational projects and programs.			
8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.			
8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.			
8.10 Write for publication, present at conferences and provide professional development.			

**BUTLER COUNTY PERFORMANCE EVALUATION
Formative Observation For School Counselor**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings		
Standard 9: Engages in Professional Development The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.	Meets	Growth Needed	Does Not Meet
	Comments/Notes:		
9.1. Establish priorities for professional growth.			
9.2. Analyze student performance to help identify professional development needs.			
9.3. Solicit input from others in the creation of individual professional development plans.			
9.4. Implement knowledge and skills acquired through on-going professional development.			
9.5. Modify own professional development plan to improve performance and to promote student learning.			

BUTLER COUNTY PERFORMANCE EVALUATION Administrators' Formative Conference

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

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

BUTLER COUNTY PERFORMANCE EVALUATION
Administrators' Formative Conference

Standards/Performance Criteria	Performance/Product/Portfolio Ratings: More than one (1) rating can be checked.		
Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	Meets	Growth Needed	Does Not Meet
Functions:	Comments/Professional Growth Activities Discussed:		
3.1 Monitor and evaluate the management and operational systems. 3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. 3.3 Promote and protect the welfare and safety of students and staff. 3.4 Develop the capacity for distributed leadership. 3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning.			

Standards/Performance Criteria	Performance/Product/Portfolio Ratings: More than one (1) rating can be checked.		
Standard 4: An educational 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.	Meets	Growth Needed	Does Not Meet
Functions:	Comments/Professional Growth Activities Discussed:		
4.1 Collect and analyze data and information pertinent to the educational environment. 4.2 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. 4.3 Build and sustain positive relationships with families and caregivers. 4.4 Build and sustain productive relationships with community partners.			

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

**BUTLER COUNTY PERFORMANCE EVALUATION
Administrators' Formative Conference**

Standards/Performance Criteria	Performance/Product/Portfolio Ratings: More than one (1) rating can be checked.		
Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	Meets	Growth Needed	Does Not Meet
Functions:	Comments/Professional Growth Activities Discussed:		
6.1 Advocate for children, families, and caregivers. 6.2 Act to influence local, district, state, and national decisions affecting student learning. 6.3 Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.			

Other Comments/Notes:

_____ School Year

_____ Awareness
_____ Preparation
_____ Implementation
_____ Refinement
_____ Corrective Action Plan

**Butler County Schools
Individual Professional Growth Plan**

Evaluatee

Date

Work Site

(Multiple objectives may require multiple pages.)

7 **Administrator Standard(s):**

- _____ 1. Vision of Learning
- _____ 2. School Culture and Instructional Program
- _____ 3. Management
- _____ 4. Collaboration with Faculty and Community
- _____ 5. Integrity, Fairness, Ethics
- _____ 6. Political, Social, Economic, Legal, and Cultural Context

8 Growth Objective

(Describe desired outcome.)

9 Actions for Achieving Objective(s)

Date(s)

Actions – What will I do?

Impact/Evidence of progress (observation, lesson plans, portfolio, video, and/or other):

10 Evaluatee's Comments:

E. Evaluator's Comments:

This plan is aligned with the school and/or district consolidated plan(s) and professional development plans.

Individual Professional Growth Plan Developed

Annual Review: ___ Achieved; ___ Revised; ___ Continued

_____ Evaluatee/Date /	_____ Evaluatee/Date /
_____ Evaluator/Date /	_____ Evaluator/Date /

**BUTLER COUNTY SCHOOLS
EVALUATION OF SCHOOL SUPERINTENDENT**

NAME _____ DATE _____

The purposes of the evaluation system are:

1. To encourage instructional leadership.
2. To provide a measure of accountability to citizens.
3. To provide support, assistance, and incentive for the improvement of performance.
4. To support professional responsibility.

SCALE:

S – Satisfactory

NS – Not Satisfactory

NA – Not Applicable

I. Instructional Leadership

- _____ A. Provides direction for school district, including administrative and supervisory staff.
- _____ B. Recruits and assigns the best available personnel in terms of their competencies.
- _____ C. Communicates standards of expected performance.
- _____ D. Organizes a planned program of staff evaluation and improvement.
- _____ E. Understands and keeps informed regarding all aspects of the instructional program.
- _____ F. Offers professional advice to the board on items requiring board action with appropriate recommendations based on thorough study and analysis.

COMMENTS: _____

II. Program Management

- _____ A. Is informed on needs of school programs – plant, facilities, equipment, and supplies.
- _____ B. Supervises operations, insisting on competent and efficient performance.
- _____ C. Determines that funds are spent wisely and adequate control of accounting is maintained.
- _____ D. Develops and executes sound personnel procedures and practices.
- _____ E. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- _____ F. Develops the district budget.
- _____ G. Ensures compliance with policies, regulations, and agreements.
- _____ H. Demonstrates effective problem-solving and decision-making skills.

BUTLER COUNTY SCHOOLS: EVALUATION OF SCHOOL SUPERINTENDENT

COMMENTS: _____

III. Interpersonal Skills

- _____ A. Demonstrates effective communication skills.
- _____ B. Has a harmonious relationship with the board.
- _____ C. Keeps the board informed on issues, needs, and operation of the school system.
- _____ D. Accepts responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the staff and the board.
- _____ E. Works effectively with public and private agencies.
- _____ F. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.

COMMENTS: _____

IV. Professional Responsibility

- _____ A. Inspires others to highest professional standards.
- _____ B. Interprets and executes the intent of board policy.
- _____ C. Supports board policy and actions to the public and staff.
- _____ D. Maintains professional development by reading, attending conferences, meeting with other superintendents, etc.

Comments: _____

BUTLER COUNTY SCHOOLS: EVALUATION OF SCHOOL SUPERINTENDENT

STRENGTHS: _____

AREAS OF CONCERN: _____

RECOMMENDATIONS FOR IMPROVEMENT: _____

If the employee feels any written evaluation is incomplete, inaccurate, or unjust, he/she shall put his/her objections in writing and have them attached to the evaluation report to be placed in his/her personnel file within five (5) school days.
I have read this report:

_____/_____
EVALUATEE DATE

_____/_____
EVALUATOR DATE

Evaluation Appeal Form

INSTRUCTIONS

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

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

My appeal challenges the summative evaluation findings on:

- _____ substance
- _____ procedure
- _____ both substance and procedure

If additional space is needed, attach extra sheet.

Date you received the summative evaluation: _____

Name of Evaluator: _____ Date: _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I agree to appear before the Panel.

Employee's Signature *Date*

Officially Received at the District Office:

Signature

Signature

Date

Time