

ASHLAND INDEPENDENT SCHOOLS



CERTIFIED STAFF EVALUATION PLAN

ASHLAND BOARD OF EDUCATION

FRANK DE MARTINO
PATRICIA HALL
PAUL STRINGER Jr.
MOLLY WEBB
CAROL JACKSON

SUPERINTENDENT

STEVE GILMORE

The Ashland board of education does not discriminate on the basis of sex in the educational programs or activities that it operates, and is required by Title ix of the education amendment of 1972 (p.s. 92-318), not to discriminate in such a manner; further, the Ashland board of education does not discriminate on the basis of handicap, in treatment, admission, or access to or employment in its programs or activities, as by the Rehabilitation act of 1973 (p.l. 923-112), as amended, section 504; nor does the Ashland board of education discriminate in the education programs or activities it operates.

Ashland Independent Schools

Mission Statement

The mission statement of the Ashland independent school district, as a standard for excellence in Kentucky and the nation, is to ensure for each student a globally comprehensive education in a positive, nurturing environment, which provides individualized learning opportunities, produces responsible citizens, and instills a desire for life-long learning through quality instructional programs, sound fiscal management, visionary leadership, and a partnership involving home, school, and community.

Ashland Independent Schools

Statement of Beliefs

we believe that all people can learn.

we believe that education is a life-long building process.

we believe that education is a partnership involving the home, school, and community.

we believe that excellence is a standard that promotes success.

we believe that high expectations improve individual achievement.

we believe that each person is of inherent worth.

we believe that every person has the potential to contribute to society.

we believe that individual differences are assets.

we believe that each person deserves an equal opportunity to learn.

we believe that people do best in a positive environment.

we believe that positive self-esteem enhances the learning process.

we believe that improvement is possible in all things.

we believe that both trust and honesty are necessary for effective human relationships.

we believe that people make a difference by working together.

ASHLAND INDEPENDENT SCHOOLS

OBJECTIVES

TO ENSURE THAT 100% OF ASHLAND INDEPENDENT SCHOOL DISTRICT'S STUDENTS GRADUATE AND MAKE A SUCCESSFUL TRANSITION TO PRODUCTIVE WORK AND/OR POSTSECONDARY EDUCATION.

TO ENSURE THAT 100% OF ASHLAND INDEPENDENT SCHOOL DISTRICT'S STUDENTS ARE PERFORMING AT OR ABOVE EXPECTED ACHIEVEMENT LEVELS.

TO ENSURE THAT ALL Ashland independent school district's students achieve at or above the desired expectations in academic achievement, well-being, self-sufficiency, and responsible group membership.

**CERTIFIED SCHOOL EMPLOYEE PROFESSIONAL
GROWTH ASSESSMENT SYSTEM**

ASHLAND INDEPENDENT SCHOOLS
STEVE GILMORE, SUPERINTENDENT/CONTACT PERSON

DEVELOPED BY:

THE CERTIFIED EVALUATION PLAN REVISION COMMITTEE

APPROVED BY:
ASHLAND INDEPENDENT SCHOOLS BOARD OF EDUCATION
MAY18, 2009

THE CERTIFIED EVALUATION PLAN
REVISION COMMITTEE

*JANICE LEDFORD, CHAIR

*PHILLIP CAUDILL

^MARY DENLINGER

^KAREN FRAME

*DAVID GREENE

^NANCY HEMPHILL

*LISA HENSON

^LEIGH HOLDERNESS

^CATHY QUEEN

*BROCK WALTER

*Administrator

^ Teacher

ASHLAND INDEPENDENT SCHOOLS

INTRODUCTION

Education is a professional craft that needs to be periodically "fine tuned." Certified school employee practices which have proven to have a positive impact on the school, and more specifically, on student success in the classroom becomes the standard for measuring effective teaching, school administration, and management. Assessment is a method used by the school district to help determine to what extent these practices are being effectively used by certified employees. "Fine tuning" occurs when certified employees participate in meaningful and timely professional growth experiences designed to increase their knowledge and improve their skills-professional development.

Coupled with a sound professional growth program, assessment leads to more confident and productive certified school employees. Successful school systems continuously seek ways of improving the quality of their services and programs. Since learning is the primary mission of any school system, the development and maintenance of an effective certified school employee assessment system and professional growth program are top priorities of the Ashland Independent Schools.

The assessment system combines employee assessment with employee improvement strategies and emphasizes the importance of interaction between assessor and employee. It includes educational practices and interacting processes that are research-based, provide for appraising certified employees individually, and unlike conventional systems, place as much importance on the strengths as on the need for certified employees to grow professionally.

The assessment system projects the assessor as a helper and the assessment process as a means of communicating to the certified employee how well he/she is performing as a professional educator and ways of becoming even more effective.

Utilizing a combination of formative and summative assessment activities, the assessment and improvement process is ongoing. An assessment cycle ranges from one to three years. Once an old cycle ends; a new one begins.

Certified employee assessment is interfaced with a professional growth plan for all certified employees. Ongoing assistance from the assessor and others in the form of clinical assistance will be provided.

Confidence in the system and mutual respect between assessor and employee are necessary for the system to work effectively. This can best be accomplished by both parties assisting with the development of the system and having a thorough knowledge about performance standards and assessment procedures.

Additionally, assessors must show evidence that they are qualified to implement the system, which will be accomplished through training and experience.

This assessment system does not end with the summative assessment report. It is the knowledge, skills, and self-confidence acquired by certified school employees after having participated in the professional growth assessment process that impacts the success of students.

CRITERIA

The following criteria gave guidance to the development of the assessment system. It will also be used periodically to assess the effectiveness of the system.

1. It has professional growth as a primary focus.
2. It can be fairly administered to all certified school employees.
3. Performance standards are consistent with research-based techniques.
4. Performance standards correlate with state student-performance standards.
5. It provides measurable and/or observable and clearly stated performance standards.
6. It identifies individual certified employees who need clinical assistance while crediting those who demonstrate exceptional performance.
7. It provides for self-assessment.
8. It gives consideration to available resources, time, and expertise.
9. It meets the requirements of state mandates (704 KAR 3:345).

PURPOSE

The purpose of the assessment system shall be to: improve schools with an emphasis on curriculum and instruction, foster professional growth, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, support individual personnel decisions, and give credit to certified school employees for exceptional performance.

CERTIFIED SCHOOL EMPLOYEE PERFORMANCE STANDARDS

The performance standards adopted for the Ashland Independent Schools Certified School Employee Assessment System are consistent with current

research and best practices with regard to effective education. They are also reflective of the student performance standards set by the state. They are organized and defined as stand-alone standards so each one can be addressed in the assessment and professional growth processes independent of and/or combined with other standards.

Specific standards are developed for the following positions occupied by certified school employees:

1. Teachers
2. School Administrator
3. District Administrator
4. Counselor
5. Media Specialist
6. School Psychologist
7. Technology Resource Teacher
8. Early Childhood Specialist

An instrument has been adopted for each of these positions. Performance standards for each of the above positions are incorporated into the respective instrument consistent with the assessment system.

THE SYSTEM

The Ashland Independent School Certified Employee Assessment System is designed to serve both tenured and non-tenured certified employees. While the basic system is generic to all certified employees, some procedures are different for tenured and non-tenured certified school employees. A comparison of procedures is presented in Chart 1. The district will train primary evaluators as required by state mandates.

CHART I

ASSESSMENT PROCEDURES

1. TEACHER

Since Kentucky received statues providing tenure for teachers, assessment procedures are presented for tenured and non-tenured teachers only and does not apply to administrators.

TENURED

- A. Three (3) year assessment cycle
(May be evaluated every year)
- B. Summative assessment at the end of the three-year cycle
- C. Teachers demonstrating unsatisfactory performance on any standard or needing an immediate change in behavior will receive a corrective action plan.
- D. The number of formative assessments will vary with a minimum of one during the three-year cycle.
(One (1) each year preferred)
- E. Professional Growth Plan(s) will be developed/reviewed annually.

NON-TENURED OR TENURED WITH CORRECTIVE ACTION PLAN

- A. One (1) year assessment cycle
- B. Summative assessment annually
- C. Two or more observations annually
- D. Minimum of two formative assessments
- E. One (1) year professional growth plan(s)
- F. Recommendation that non-tenured and tenured teachers with corrective action plan be evaluated by the school principal who may request that other qualified district personnel do a formative assessment

2. ADMINISTRATORS

- A. One (1) year assessment cycle
- B. Summative assessment annually
- C. Formative assessments as needed
- D. One (1) year professional growth plan

ASSESSMENT PROCEDURES CONTINUED....

The assessment system consists of four components:

1. Pre-Assessment
2. Formative Assessment
3. Summative Assessment
4. Professional Growth Plan

1. Pre-Assessment

Notification – All certified school employees will be notified annually about the performance standards against which they are to be assessed and will be oriented to the assessment process. This notification will be completed no later than the end of the first month of reporting for employment for the new school year. Certified school employees new to the school district will be provided information about the assessment process within one month of employment. Notification must be given before the first observation. Notification may be conducted individually or in groups, in person, or by media presentation.

- Planning Conference – Assessors will meet with certified school employees to develop priorities for the professional growth plan. Of course, during this conference, notification of performance standards can be completed. For non-tenured teachers the planning conference will be conducted annually. The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.
- All observations will be conducted openly.
- The Ashland Independent School Board of Education will evaluate the performance of the superintendent annually and will develop annual goals and a professional growth plan.

2. Formative Assessment

Documentation must be recorded on the forms provided in this evaluation plan. A formative assessment is a component of the system which requires the

assessor to collect information about employee performance, including observation of the employee in action and to interact with the employee about the results. More specifically, each observation will include:

- A pre-observation conversation/conference must occur before each formative assessment. A Pre-Observation Worksheet will be filled out by the evaluatee and given to the evaluator at the pre-observation conference.
- Observing the evaluatee in the setting in which he/she performs assigned duties
- Documenting information for interacting with the evaluatee
- Analyzing the results in preparation for a conference with the evaluatee
- Conferencing with the evaluatee to identify strengths and needs for improvement within five (5) working days of observation
- Developing strategies for improving, including strengthening in specific skill areas, and providing positive reinforcement for the area(s) of strength
- Assisting the evaluatee with implementing strategies and activities

Regarding teacher assessment, gathered information is to be used in providing the evaluatee feedback about his/her performance. For it to be effective, the feedback must be specific and well documented. Assessors must not rely upon their memory to analyze the performance they observed. They must write it down for it to be used. A common saying among employee effectiveness clinicians is, "If you didn't write it down, you didn't see it or hear it, and if you don't see or hear it, it didn't happen."

Non-tenured teachers should expect a minimum of two observations and at least two formative assessment conferences during a one-year cycle. For tenured teachers, the number of observations and formative assessment conferences may vary from a minimum of one during a three-year cycle to a number determined by the assessor.

Tenured teachers demonstrating unsatisfactory performance will be observed at least two times during the assessment cycle. Information to be used during a formative assessment may include sources other than observations such as portfolio items, lesson plans, interviews, etc.

The number of formative assessments for administrators will vary with the needs of the administrator. The results of all formative assessments of certified personnel will be reported on an official form. A place for reactions from the assessor and certified employee as well as the signature of both parties, are provided on the form.

3. Summative Assessment

The summative assessment stage of the system leads to a summary of all

assessment results (e.g., observation records, lesson plans, portfolio results, formative reports, written documentation of parent/student conferences, etc.) gathered during the total assessment cycle. It marks the completion of the current professional growth assessment cycle and requires a report of the status of the certified school employee on all performance criteria and the professional growth plan.

- Summative Report – The assessor will complete a report assessing the certified school employee on all performance standards, with appropriate written statements to help clarify the performance of the employee. The report will be shared with the employee at a summative conference. Both strengths and needs for improvement will be discussed as well as the progress made in professional growth. Each standard has an accompanying set of demonstrators which provide a definition of the standard. All demonstrators do not have to be assessed during a cycle; however, all standards must be assessed during a cycle.
- Summative Conference – Evaluatee and assessor will meet to discuss the performance of the evaluatee during the total assessment cycle. Both strengths and needs for improvement will be discussed.
- Growth Plan – A plan for continuing to improve the performance of the certified employee during the next assessment cycle will be developed-a professional growth plan.

An instrument encompassing all performance standards will be used to assess the performance of certified employees and to give them feedback. The instruments are discussed in a separate section of this document.

Since each standard has a set of demonstrators and rating scale, the results of the summative report is to be used as a basis for professional growth plans. The certified school employee will be provided an opportunity to react to the total summative report in an assessment comment section and/or a written response. Although comments are not required, they may consist of additional statements and/or agreements or disagreements with results of the assessment. Certified school employees will be encouraged, but not required, to conduct a self-assessment in preparation for the summative conference using the summative assessment report.

The employee will be provided a copy of the summative report which shall be signed by both the employee and assessor. The signatures verify that each party had an opportunity to study the report and to discuss its contents in a conference. The signature of the employee does not mean that he/she agrees with the assessment results or suggestions. All evaluations shall be maintained in the employee's personnel file. While each instrument has a different set of standards, these summative assessment procedures apply to all certified school employees.

4. Professional Growth Plan

A professional growth plan is a written plan for improvement of knowledge and/or skills needed or desired by the certified employee to demonstrate a higher level of proficiency.

The plan will guide the needed improvements identified during the assessment cycle. It will assist the employee during the new assessment cycle. The professional growth plan for all employees shall be reviewed annually.

The employee and assessor shall jointly develop a professional growth plan(s) aligned with school or district priorities and initiatives, as well as aligned with school/district improvement plans. An official form is provided by the school system and shall be used for providing a written description of the plan. The plan(s) will have a time frame of no less than the next assessment cycle. It will serve as a guide for professional growth. The plan(s) shall be signed by both parties, each of whom shall retain a copy.

The results of the assessment should be used as the basis for setting priorities. Implementation of the plan will occur during the next assessment cycle. The professional growth plan format consists of the following: Standard Number(s), Present Professional Growth Stages, Growth Objective/Goal(s) and Desired Outcomes, Procedures and Activities for Achieving Goals and Objectives, and Target Dates for Completion.

PROFESSIONAL GROWTH ASSESSMENT INSTRUMENT

An instrument that can be used for both formative and summative assessment supports the Ashland Independent School Certified Employee Assessment System. This includes a separate instrument for eight different positions.

Featured in each instrument is a set of performance standards with each standard described in detail with an accompanying set of demonstrators. Each standard stands alone. A certified school employee can be assessed against one standard, more than one standard, or all standards. It should be noted that all certified employees need to be assessed against all standards during an assessment cycle at the point a summative assessment is completed. Assessment of all demonstrators is not required.

Demonstrators on a formative and summative assessment will be rated as U – Unsatisfactory, N – Needs Improvement, S – Satisfactory, or O – Outstanding.

Unsatisfactory – Demonstrates some knowledge about subject, techniques, strategies, etc., but is unsure about how to apply the knowledge as part of his/her responsibilities. Extensive training and practice applying strategies and techniques is needed in order for the certified employee to meet acceptable performance standards.

Needs Improvement – Demonstrates a sound knowledge base about the subject, techniques, strategies, etc., and can demonstrate basic application of the knowledge. More training is needed. To become proficient, the certified

employee needs to practice, to receive feedback, and to make whatever adjustments that are needed. With some improvement, the certified employee will meet a satisfactory level of performance.

Satisfactory – Demonstrates a sound knowledge base and can apply the knowledge with a high degree of proficiency. Demonstrates confidence and shows that the subject, techniques, and strategies have become integral parts of his/her performed responsibilities. Students show evidence of responding positively to the subject, techniques, strategies, etc. Only maintenance training is needed.

Outstanding – Demonstrates the ability to model certified employee techniques, strategies, etc., in an exemplary way. Can serve as a trainer to help other certified employees. Exceeds the satisfactory level of performance set for the certified employee standard. Student response to the certified employee is outstanding. No training needed. When techniques, strategies, etc. are in use, the certified employee's style can be used as a model for other certified employees. Demonstrates innovative and creative techniques as very natural certified employee behaviors. Demonstrates a positive attitude about professional growth of self and others.

The scoring guide for each of the eight positions is included in the assessment instruments. The combined results of the demonstrators is used by the assessor to assess the employee's performance against individual standards. Space is also provided on each page of the instrument for priorities for professional growth to be checked. Space is also provided on each page for the assessor to provide justification for the results of both formative and summative assessments, and for other remarks related to the employee's effectiveness as a certified employee. Dates, times, etc. can be recorded in this space.

A certified employee will be recommended for a Marginal Certified Employee Training Program if he/she receives a recommendation from a supervisor/assessor. Participation in this program is voluntary. An individual program will be designed for each participant.

A copy of each of the eight instruments is included in this evaluation plan. The format for the eight different instruments is the same. The standards and demonstrators are the only differences.

APPEAL PROCEDURE

Any certified employee who believes that he/she was not fairly assessed on the summative assessment may appeal to the Certified Employee Appeals Committee within five (5) working days of the signing and dating of the summative assessment.

The certified employee may review any assessment material related to him/her. Both the assessor and the employee shall be given the opportunity to review documents reasonably in advance of the appeals meeting to be given to the Certified Employee Appeals Committee and may have representation of their choosing.

The appeal shall be signed and in writing on a form provided by the Ashland Board of Education. The form shall state that assessment records may be presented to and reviewed by the panel.

No committee member shall serve on any appeal panel on which he/she was the assessor.

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

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

The committee shall hold a hearing. The Certified Employee Appeals Committee shall develop procedures for conducting the hearing. The committee shall report its findings to the superintendent within fifteen (15) working days from the date an appeal is filed.

The superintendent shall receive the committee's findings and shall take such action as appropriate or necessary. The employee shall have the right to have committee findings attached to his/her assessment instrument. In the event that the certified employee is not satisfied with the findings, the employee shall have the opportunity to appeal to the Kentucky Board of Education.

DEFINITIONS

The certified school employee professional growth assessment system shall be administered in accordance with the following definitions:

1. **Certified School Employee** means employees of the Ashland Independent Schools for which state certification is required as a criteria for employment.
2. **Teacher** means any certified staff person who directly instructs students including library media specialist, school psychologist, and speech pathologist.
3. **Administrator** means any certified staff person who devotes the majority

of his/her employed time to serve as a principal, assistant principal, supervisor, coordinator, resource specialist, consultant, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselors, or child guidance specialist.

4. **Assessment** means the process of determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, products, and performances. Assessment shall also include the establishment and monitoring of a professional growth plan.
5. **Formative Assessment** means a continuous cycle of collecting assessment information and interacting and providing feedback with suggestions regarding the certified employee's growth and performance.
6. **Summative Assessment** means the summary of, and conclusions from, all assessment data, including but not limited to the formative assessment data. The summative assessment occurs at the end of an assessment cycle. Summative assessment includes a conference involving the assessor and the assessed certified employee and a written assessment report.
7. **Conference** means a meeting involving the assessor and the certified employee assessed for the purpose of providing feedback from the assessor, analyzing the results of observation(s), and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
8. **Professional Growth Plan** means a plan whereby the person being assessed establishes goals for enrichment and development, and the assistance of the assessor is identified. The individualized plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school consolidated and professional development plan.
9. **Corrective Action Plan** is a plan to be completed by the assessor (with discussion and assistance from the evaluatee) as it relates to an unsatisfactory on any standard from the summative evaluation or when an immediate change in certified employee behavior is required. The evaluator and evaluatee must identify corrective action goals and objectives, procedures and activities designed to achieve the goals, and targeted dates for appraising the evaluatee's improvement of the standard(s). It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving the evaluatee's performance.

Ashland Independent School District Pre-Observation Worksheet

(Completed by classroom teacher, discussed with observer prior to observation)

_____	_____ / _____	_____
Teacher	Observer	Position
_____	_____	_____
School	Date	Time/Period
# _____ Students in the class	# _____ Students with IEP's	

1. What are the lesson objectives? (CC/POS)

2. Which steps of the teaching process will take place? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Develop anticipatory set | <input type="checkbox"/> Provide guided practice |
| <input type="checkbox"/> State lesson objectives | <input type="checkbox"/> Provide independent practice |
| <input type="checkbox"/> Model ideal behavior | <input type="checkbox"/> Achieve closure |
| <input type="checkbox"/> Check for comprehension | |

3. What teaching/learning activities will take place?

4. What form(s) of assessment will you use for this lesson?

5. Are there any special circumstances of which the evaluator should be aware?

6. Other comments/concerns

Note: Attach the current week's and the previous week's lesson plans.

(Signatures verify that information has been discussed)

_____	_____	_____	_____
Teacher signature	Date	Observer signature	Date

TEACHER

**PROFESSIONAL GROWTH
ASSESSMENT**

INSTRUMENT

**ASHLAND INDEPENDENT
SCHOOLS**

TEACHER PROFESSIONAL GROWTH ASSESSMENT

Ashland Independent Schools

Teacher _____ School _____

Date Completed _____ Assessor _____

Instruction: This instrument is to be used for both formative and summative assessments and for reporting the results of both assessments.

1. Formative Assessments: Record the observation by standard and rate the teacher on each demonstrator observed as U-Unsatisfactory, N-Needs Improvement, S-Satisfactory, or O-Outstanding.

If no letter appears at the end of the demonstrator, it was not observed. The assessment form for each standard observed is attached to the formative report signature page.

2. Summative Assessments: The summative assessment process provides for rating each standard on a four-point scoring guide. While all standards must be assessed during an assessment cycle, all demonstrators do not have to be assessed.

U Unsatisfactory – Demonstrates some knowledge about subject, techniques, strategies, etc., but is unsure about how to apply the knowledge as part of his/her teacher responsibilities. Extensive training and practice applying strategies and techniques is needed in order for the teacher to meet acceptable performance standards.

S Satisfactory – Demonstrates a sound knowledge base and can apply the knowledge with a high degree of proficiency. Demonstrates confidence and shows that the subject, techniques, and strategies have become integral parts of his/her performed responsibilities. Students show evidence of responding positively to the subject, techniques, strategies, etc. Only maintenance training is needed.

N Needs Improvement – Demonstrates a sound knowledge base about the subject, techniques, strategies, etc., and can demonstrate basic application of the knowledge. More training is needed. To become proficient, the teacher needs to practice, to receive feedback, and to make whatever adjustments are needed. With some improvements, the teacher will meet a satisfactory level of performance.

O Outstanding – Demonstrates the ability to model teacher techniques, strategies, etc., in an exemplary way. Can serve as a trainer to help other teachers. Exceeds the satisfactory level of performance set for the teacher standard. Student response to the teacher is outstanding. No training needed. When the techniques, strategies, etc. are in use, the teacher's style can be used as a model for other teachers. Demonstrates innovative and creative techniques as very natural teacher behaviors. Demonstrates a positive attitude about professional growth of self and others.

3. Marginal Employee Training Program: An employee will be recommended for a Marginal Employee Training Program if he/she receives a recommendation from a supervisor/assessor. Participation in this program is voluntary. An individual program will be designed for each participant.

STANDARD 1:	DEMONSTRATES PROFESSIONALISM
--------------------	-------------------------------------

U-Unsatisfactory S-Satisfactory
N-Needs improvement O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

1.1 Adheres to board policies and administrative procedures						
1.2 Adheres to professional code of ethics						
1.3 Maintains confidentiality of school information						
1.4 Shows respect to students, parents, and peers						
1.5 Attendance						
1.6 Punctuality						
1.7 Professional dress						
1.8 Paperwork accurate and timely						
1.9 Speaks distinctly and clearly						
1.10 Adjusts volume and tone for emphasis						
1.11 Models correct grammar						
1.12 Makes effective uses of non-verbal cues, expression, gestures, etc.						
1.13 Demonstrates professional growth by implementing strategies learned in professional growth opportunities						

Supporting Evidence and/or Comments:

STANDARD 2: DESIGNS/PLANS INSTRUCTION AND LEARNING ACTIVITIES

U-Unsatisfactory
N-Needs Improvement

S-Satisfactory
O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--	--	--

Demonstrator

2.1 Utilizes the Implementation/Impact Manual to plan lessons						
2.2 Designs instruction aligned with Kentucky's Program of Studies, Core Content, and Curriculum adopted by SBDM						
2.3 Selects activities and learning experiences appropriate for students at a wide range of ability and learning styles						
2.4 Provides a weekly plan to describe activities, scheduling, and accommodations for special needs students						
2.5 Demonstrates time management skills with a maximum amount of time spent on instruction and planning						
2.6 Applies research-based instructional practice including the integration of technology						
2.7 Develops lessons that actively involve the learner						
2.8 Analyses effectiveness of instruction and makes appropriate changes to improve student learning						

Supporting Evidence and/or Comments:

STANDARD 3: TEACHER CREATES A LEARNING CLIMATE FREE FROM HARASSMENT AND DISCRIMINATION

U-Unsatisfactory
N-Needs Improvement

S-Satisfactory
O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

3.1 Arranges classroom to accommodate activities and learning					
3.2 Assesses the needs of students and modifies instruction appropriately					
3.3 Provides for independent, small-group, and whole-group learning					
3.4 Communicates high expectations for all students					
3.5 Addresses diverse student needs, including different learning styles and use of assistive devices for students with special needs when appropriate					
3.6 Provides a safe, orderly, supportive environment that minimizes barriers to learning					
3.7 Establishes and clearly communicates standards for student behavior					
3.8 Holds students accountable for their own behavior					
3.9 Demonstrates a caring, equitable attitude toward all students					
3.10 Follows District Code of Conduct and SBDM policy and procedures for student behavior					

Supporting Evidence and/or Comments:

STANDARD 4: INTRODUCES/IMPLEMENTS/MANAGES INSTRUCTION

U-Unsatisfactory
N-Needs Improvement

S-Satisfactory
O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

4.1 Provides adequate time for guided practice						
4.2 Provides opportunities for guided reflection						
4.3 Uses appropriate questioning techniques						
4.4 Communicates goals/objectives of lessons to students						
4.5 Links instruction to past learning experience						
4.6 Demonstrates skills, concepts, or thinking processes to be learned						
4.7 Provides opportunities for students to access, process, and present information						
4.8 Relates instruction to "real-life" situation with appropriate learning activities						
4.9 Implements intervention strategies for students who are not achieving at an acceptable rate						
4.10 Provides multiple perspectives and diverse viewpoints when applicable						
4.11 Brings closure to lesson that reinforces learning						
4.12 Provides opportunities that require high levels of problem-solving and decision-making skills						

Supporting Evidence and/or Comments:

STANDARD 5: ASSESSES LEARNING AND COMMUNICATES

U-Unsatisfactory
N-Needs Improvement

S-Satisfactory
O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

5.1 Uses a variety of techniques to assess student learning. (Open-response items, performance events, portfolio entries, standardized tests, group participation, technology, etc.)						
5.2 Utilizes appropriate grading techniques						
5.3 Uses assessment techniques consistent with State Mandated Testing						
5.4 Promotes student self-assessment using established criteria and focuses student attention on setting goals for higher achievement						
5.5 Collects and analyzes assessment data and maintains up-to-date records of student progress						
5.6 Uses assessment techniques that require students to think at high levels of application						
5.7 Provides students with criteria for assessment prior to an assignment						
5.8 Provides timely results of assessment to students and when appropriate to parents						

Supporting Evidence and/or Comments:

STANDARD 6: COLLABORATES WITH COLLEAGUES, PARENTS, AND OTHER AGENCIES

U-Unsatisfactory
N-Needs Improvement

S-Satisfactory
O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

6.1 Assists with school-wide program evaluation and student assessment						
6.2 Communicates and collaborates with parents about curriculum, instruction, and progress						
6.3 Works on committees and completes other non-teaching duties						
6.4 Cooperates with the administrator(s)						
6.5 Collaborates with others to meet specific student needs (parents, teachers, guidance counselors, school nurse, etc.)						
6.6 Demonstrates productive leadership or team membership skills						
6.7 Utilizes community resources						
6.8 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction						
6.9 Shows evidence of collaboration with other adults in the classroom (i.e., guest speakers, volunteers, teacher aides, etc.)						

Supporting Evidence and/or Comments:

STANDARD 7: DEMONSTRATES A CURRENT AND SUFFICIENT ACADEMIC KNOWLEDGE OF CERTIFIED CONTENT AREAS

U-Unsatisfactory
N-Needs Improvement

S-Satisfactory
O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

7.1 Demonstrates up-to-date, current knowledge of discipline(s) to be taught						
7.2 Demonstrates a general knowledge of all content areas that allows for integration of ideas and information across disciplines						
7.3 Presents content that reflects sensitivity to multicultural and global perspectives						

Supporting Evidence and/or Comments:

STANDARD 8: TECHNOLOGY STANDARD-DEMONSTRATES IMPLEMENTATION OF THE TECHNOLOGY

U-Unsatisfactory S-Satisfactory
 N-Needs Improvement O-Outstanding

Professional Growth

Observation Date:

--	--	--	--	--	--

Demonstrator

8.1 Operates a multimedia computer and a variety of software						
8.2 Uses terminology related to technology appropriately in written and verbal communication						
8.3 Creates multimedia presentations using scanners, digital cameras, and video cameras						
8.4 Uses the computer to do word processing, create databases and spreadsheets, and access electronic mail and the internet to enhance professional productivity and support instruction						
8.5 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction						
8.6 Requests and uses appropriate assistive and adaptive devices for students with special needs						
8.7 Practices equitable and legal use of computers and technology in professional activities						
8.8 Instructs and supervises students in the ethical and legal use of technology						
8.9 Explores, uses, and evaluates technology resources						
8.10 Applies research-based instructional practices that use computers and other technology						

Supporting Evidence and/or Comments:

ASHLAND INDEPENDENT SCHOOLS INDIVIDUAL PROFESSIONAL GROWTH PLAN

Teacher: _____ Date: _____ School: _____

Standard No.	*Present PG Stage:	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives	Target Dates for Completion
			(attach more pages if necessary)	

Teacher's Comments:

Assessor's Comments:

This individual professional growth plan is aligned with the improvement/transformation and/or professional development plans of the school/district.

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

***Professional Growth Plan Stages:**

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

FORMATIVE ASSESSMENT REPORT
ASHLAND INDEPENDENT SCHOOLS

Teacher _____ School _____

Assessor _____ Date Observed _____

Number of sick/personal days used to date _____

ASSESSOR COMMENTS

TEACHER COMMENTS

_____ Recommend for Marginal Employee Training

_____ I intend to participate in Marginal Employee Training.
(Initial)

_____ I do not intend to participate in Marginal Employee Training.
(Initial)

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my assessor. My signature does not imply agreement or disagreement with the content of this report.

Signature of Teacher

Date

I have discussed the content of this report in a conference with the teacher.

Signature of Assessor

Date

Observation results by standard are attached.

SUMMATIVE ASSESSMENT REPORT
ASHLAND INDEPENDENT SCHOOLS

Teacher _____ School _____

Assessor _____

Date _____ Number of sick/personal days used to date _____

ASSESSOR COMMENTS (GENERAL/SUMMARY)

TEACHER COMMENTS (GENERAL/SUMMARY)

_____ Recommend for Marginal Employee Training

_____ I intend to participate in Marginal Employee Training.

(Initial)

_____ I do not intend to participate in Marginal Employee Training.

(Initial)

_____ Recommended for Re-employment

_____ Not Recommended for Re-employment

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my assessor. My signature does not imply agreement or disagreement with the content of this report.

Signature of Teacher

Date

I have discussed the content of this report in a conference with the teacher.

Signature of Assessor

Date