



**PERFORMANCE EVALUATION
FOR TEACHERS
AND ADMINISTRATORS**

**Warren County Public Schools
P.O. Box 51810
Bowling Green, KY 42102-6810**

Mrs. Kathy Goff, Interim Superintendent

June 2013

TEACHER AND ADMINISTRATOR PERFORMANCE EVALUATION

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Revised and Reviewed June 2011
Reviewed June 2012
Reviewed June 2013

The complete Performance Evaluation for Teachers and Administrators Policy Document for all certified personnel is on file in each school, District's office, District website and is available upon request to all employees or interested parties.

The Warren County Schools do not discriminate on the basis of race, color, national origin, genetic information, sex, religion, age or disability in the employment or the provision of services. Any and/or all questions or issues related to discrimination policies, procedures or practices are to be directed to the Office of Superintendent, Warren County Public Schools, P.O. Box 51810, Bowling Green, KY 42102-6810, 1-270-781-5150.

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

NAME OF DISTRICT:

WARREN COUNTY

TELEPHONE NUMBER:

(270) 781-5150

ADDRESS:

**P.O. Box 51810
Bowling Green, KY 42102-6810**

INTERIM SUPERINTENDENT:

Mrs. Kathy Goff

EVALUATION CONTACT PERSON:

**Mrs. Kathy Goff
(270) 781-5150**

Evaluation Plan Development Committee Members and Titles:

Kim Kern.....Greenwood High School, Teacher

Eddy Bushelman.....South Warren Middle School, Principal

Robin Howard.....North Warren Elementary School, Teacher

Stephanie Martin.....Natcher Elementary School, Principal

Damon Tabor.....Warren East High School, Principal

Jason Kupchella.....Briarwood Elementary School, Principal

Tracy Norman.....South Warren High School, Teacher

Kim Elms.....Rockfield Elementary School, Teacher

ASSURANCES CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Warren County Public 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.

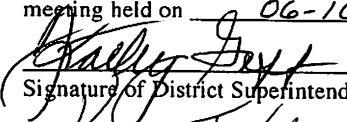
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

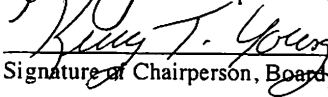
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 06-10-13.



Signature of District Superintendent

6-10-13

Date



Signature of Chairperson, Board of Education

6/10/13

Date

TEACHER AND ADMINISTRATOR EVALUATION WARREN COUNTY SCHOOLS

INTRODUCTION

A comprehensive system for teacher evaluation is an essential component of improving the teaching and learning process. In order to develop and implement an evaluation system for Warren County, a committee comprised of an equal number of teachers and administrative personnel was established. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

ASSUMPTIONS

In the development of the evaluation system, the Evaluation Committee made the following assumptions:

- * The public is holding schools more accountable for the achievement and behavior of students.
- * The public expects that school personnel will be evaluated on a regular basis.
- * The evaluation process should be a means of professional self-actualization. It is our professional responsibility to grow and improve.
- * Evaluation can be a positive approach to improving teacher and administrator performance.
- * Teachers and administrators have a strong desire to be successful.
- * All evaluations must be based on performance criteria, which are understood clearly by those being evaluated and those conducting the evaluation.
- * Effective evaluation must emphasize continued improvement rather than a post-performance rating process.

SCHOOL AND TEACHER EFFECTIVENESS AND PRODUCTIVITY

As a basis for establishing an evaluation system, the committee reviewed the literature and research related to effective schools. The following are characteristics of effectiveness that educational programs should demonstrate:

1. Strong and facilitative instructional leadership.
2. High expectations for students and faculty.
3. Emphasis on learning as the top priority.
4. A pleasant and orderly atmosphere.
5. Stress on rewards rather than punishments.
6. Continual monitoring of student progress.
7. Existence of a short and long-range plan of action.
8. Committed to mastery of subject matter.
9. Yearly evaluations of program and staff.
10. Active parent and community involvement.
11. A professional development system for teacher/administrator improvement.
12. School-wide academic goals, which are clearly defined.
13. A curriculum that is closely linked to school-wide and district-wide goals.
14. Basic rules of conduct are clearly established and consistently enforced.
15. Teachers hold high expectations for students and for themselves.
16. Teachers check student progress on a frequent and systematic basis.
17. Teachers assign meaningful homework and monitor it carefully.
18. Students take responsibility for their own learning and behavior.
19. Students spend a majority of school time on learning.
20. Teachers choose curriculum materials that match students' abilities.
21. Teachers rely on a variety of teaching strategies to help students achieve a high rate of success.
22. Teachers and principals care about students and communicate that message to parents and students in words and deeds.
23. Principals who are strong leaders listen and act upon requests from students, teachers and support staff.
24. Parents and community members are encouraged to participate in school activities.
25. Teachers are kept up-to-date on instruction and technology through planned professional development.

The evaluation system contained in this report is directly related to the characteristics of school and teacher and administrator effectiveness listed above. The goal of the Evaluation Committee is not only to improve upon the evaluation system but also to create and maintain a system that will enhance student achievement through more effective and productive instructional practices in the schools and classrooms.

DEFINITIONS

Teacher means any certified staff person who directly instructs students.

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

Other Support Staff means any certified staff other than teacher or administrator.

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

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, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written report on District adopted evaluation forms.

Observation means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

Pre-observation Conference means a meeting involving the evaluator and the person being evaluated for the purpose of reviewing performance criteria, reviewing procedures and data collection, etc., reviewing lesson plans (if appropriate) and scheduling observation(s) (if appropriate).

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

Performance Criteria means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

Indicator means measurable behaviors and outcomes, which demonstrate performance criteria.

Standards of Performance means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

Position means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

Job Category means term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, director).

Evaluation Cycles mean an evaluation cycle consists of a minimum of: two scheduled observations; two formative evaluations, and one summative evaluation. A cycle is completed annually for non-tenured teachers. A cycle is completed at a minimum every three years for tenured teachers. A cycle is completed annually for all certified administrators and certified support staff (i.e. counselors, curriculum coordinators, library media specialists, psychologists, etc.) and consists of a minimum of one (1) formative evaluation and one (1) summative evaluation.

Base School is a designation of certified personnel assigned full-time to a school. The Superintendent assigns itinerant teachers to a base school.

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

Corrective Action Plan means a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performances at any time during the school year. Specific assistance and activities are identified and progress monitored.

Paraprofessional means any individual who is performing duties as a coach for any interscholastic athletic event and are receiving compensation for the performance of such duties.

POLICY STATEMENT

1. The specific purposes of evaluation will be:
 - a. To improve instruction;
 - b. To provide a measure of performance accountability to citizens;
 - c. Foster professional growth and give assistance to certified employees;
 - d. To support individual personnel decisions.
2. It is the policy of the Warren County Board of Education that all certified employees will be evaluated on a regular, systematic basis. All evaluators shall be trained, tested and certified according to 704 KAR 3:345, Section 6, Article 2-3. All evaluators shall maintain certification according to 704 KAR 3:345, Section 6, Article 5.
3. All administrators, certified support staff (i.e. counselors, curriculum coordinators, library media specialists, psychologists, etc.), and non-tenured teachers, will be evaluated annually.
4. The superintendent will be evaluated annually. The Superintendent contract will make provisions for professional growth needs in compliance with KRS156.111.
5. All tenured teachers will be evaluated at least every three years.
6. All itinerant teachers will be evaluated by the principal or primary evaluator of their base school. The principal of the base school shall be responsible for evaluating the itinerant teacher during the appropriate cycles for that teacher - annually for non-tenured; three years for tenured teachers. The principal of all schools in which they serve may evaluate itinerant teachers.
7. The evaluation of each employee shall be conducted/supervised by the immediate supervisor. Additional trained and certified 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.
8. All evaluations of certified employees shall be documented on district forms and shall become part of the official personnel record.

9. Each evaluation cycle of certified employees shall include both formative and summative procedures.
10. All monitoring or observations of the performance of a certified employee shall be conducted with the full knowledge of the employee.
11. An explanation and discussion of the evaluation plan with all certified personnel shall be no later than the end of the first month of reporting for employment for each school year. The primary evaluator shall be responsible for documentation of the orientation of all certified personnel assigned to his/her supervision. A copy of the documentation shall be sent to the District Contact Person immediately following all orientations.
12. A minimum of two scheduled observations for tenured and non-tenured teachers for the purpose of collecting formative evaluation data shall be conducted during the teacher's evaluation cycle. A scheduled observation will consist of pre-observation conference, observation, and post-observation conference.
13. Unannounced or as needed observations may occur and may provide information relative to job performance criteria.
14. A scheduled observation shall be no less than thirty (30) minutes. Unannounced or unscheduled observations may be less than thirty minutes.
15. All certified employees being evaluated shall annually develop a professional growth plan aligned with specific goals and objectives of school improvement and professional development plans. The growth plan will establish goals for enrichment and development and identifies the assistance of the evaluator. All growth plans shall be reviewed annually.
16. Each evaluation cycle of a certified employee shall include a minimum of two (2) formative and one (1) summative evaluation conferences between the evaluator and the certified employee being evaluated.
17. Formative evaluation shall include a conference(s) between the evaluator and the certified employee being evaluated to be held within one workweek following each scheduled observation.
18. A completed and signed copy of the evaluation forms will be provided to each person being evaluated immediately following the formative and/or summative evaluation conference.
19. A corrective action plan may be written if an evaluatee receives a "Not Progressing" on the formative form, but shall be written if evaluatee receives a

"Not Progressing" on the summative form. A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one (1) or two (2) critical deficiencies in performance standards that cannot wait for the formal observation and summative conference; (2) after the formal observation and during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added. Corrective action plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the corrective action form. After a conference with the evaluatee, the evaluator will send a copy of the Corrective Action Plan to the Assistant Superintendent. The Assistant Superintendent will be responsible for informing the Superintendent of all persons involved in the Corrective Action Plan process. Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15.

20. All personnel who are evaluated shall have an opportunity to respond in writing to the evaluation. Responses shall be placed in the personnel file of the person being evaluated and become a part of the official personnel record. The file may be examined upon request to the Superintendent or his/her designee.
21. A conference for the purpose of establishing goals, objectives, and reviewing evaluation criteria will be conducted annually with each administrator and their primary evaluator.
22. The District shall provide an Evaluation Appeals Panel. All certified employees shall be entitled to an appeal process regarding their summative evaluation, which shall include a right to a hearing, opportunity to review all documents presented in appeal, and the right to the presence of a chosen representative.
23. Multiple observations shall be conducted with tenured certified employees whose observation results are unsatisfactory.
24. The Superintendent shall name a District Contact Person who shall be responsible for monitoring evaluation training and implementing the evaluation plan.
25. The Board of Education shall annually review the Evaluation Plan.

NOTIFICATION AND TIME LINE

Evaluation Orientation Conference

Annually each primary evaluator will be responsible for an explanation and distribution of appropriate evaluation forms, job descriptions, and growth plan forms to all certified personnel under his/her supervision no later than the end of the first month of reporting for employment.

Each evaluator will establish a time line for evaluations. It shall be the responsibility of the evaluator to insure that all certified personnel are evaluated within the required cycles.

ASSISTANCE PLAN

Each person evaluated will develop an annual/continuous professional growth plan as required in regulation and will use the District form. This instrument, properly used, will meet the requirement for Professional Growth Plans included in Kentucky Department of Education regulations.

After the development of professional growth plans, each evaluator will provide assistance to each employee in meeting the goal, objectives, and activities as stated in the plan. The evaluator shall document the assistance provided in the growth plan. In addition, each staff member, through professional development activities, will have an opportunity to meet some of their professional growth plans.

Each principal is charged with the responsibility of conducting on-going professional development activities during the school year. The activities are to be designed to meet the improvement needs of the staff and to advance the goals of the school.

The supervisory staff will assist with training throughout the school year. These meetings will be designed to meet professional growth needs of the staff. In addition, the supervisory staff may assist teachers in meeting individual professional growth needs at the request of the teacher or principal.

APPEALS PROCESS

If a certified employee is displeased with the conferences and results of the summative evaluation, they may appeal their summative evaluation as specified in the Appeals Panel Local District Policy. (WCBE 03.18)

ADMINISTRATOR EVALUATION

ADMINISTRATOR EVALUATION - Principals, Assistant Principals, Counselors, all Certified Administrative Central Office personnel. The administrator evaluation system will be based on the job description of the individual administrator and the development of goal(s), objectives, and activities mutually determined by the administrator and the evaluator.

JOB DESCRIPTION

The evaluator and the administrator will review the administrator's job description. Professional improvement areas will require the design of goals, objectives and activities to address the needed growth. Particular attention will be given to the following areas of responsibilities:

- I. Instructional Leadership
 - A. Understanding of effective instructional strategies and processes.
 - B. Demonstration of planning and evaluation skills.
- II. Management Skills
 - A. Demonstration of effective staff management skills.
 - B. Demonstration of effective school and community relationships.
 - C. Demonstration of appropriate administrative techniques.
 - D. Demonstration of planning and evaluation skills.
 - E. Demonstrates effective communication skills.
- III. Interpersonal Skills
 - A. Demonstration of effective school and community relationships.
 - B. Demonstrates effective communication skills.
- IV. Professional Responsibilities
 - A. Performance of all professional responsibilities and duties required by the job description.
 - B. Demonstration of continued professional growth.

A second phase of the administrator evaluation will consist of the use of Leadership by Objective. The steps in this process include the following:

1. Each administrator receives, reviews and accepts the goals and objectives of KERA, of the district for the current or coming school year, and school/council Comprehensive School Improvement Plan.
2. Each administrator develops objectives that align with the district's goals and objectives and school council objective. Additional objectives may be developed that relate to the individual's specific job description.
3. Each administrator presents his/her objectives to his/her immediate supervisor. The value of each objective and the likelihood it can be accomplished are discussed. Agreement is reached between the supervisor and the administrator on the activities to be used in accomplishing the objectives. This may serve as one of the formative evaluation conferences.
4. Interim conferences are conducted as necessary to review the status of accomplishing the objectives and/or making revisions or modifications. A minimum of two (2) conferences annually is required and two formative evaluations shall be completed.
5. The summative evaluation will be based on the degree and fulfillment of administrative objectives and the performance evaluation process. A summative evaluation form must be completed and copy provided to the evaluatee.
6. By June 30, a summative conference with the administrative evaluatee is held during which documentation of accomplishment of objectives is provided by the principal. The summative evaluation will be completed at this meeting.
7. Assistant Principals and Counselors at the high, middle, and elementary levels will be evaluated by their respective Principal. The summative evaluation for Assistant Principals and Counselors will be completed prior to April 15 each year using administrative evaluation procedure.

Forms and instrumentation for this procedure are included in the District Plan.

TITLE: **Teacher**

QUALIFICATIONS:

1. Holds Bachelor's Degree and required Kentucky certification.
2. Proven ability to work effectively with students.
3. Proven ability to communicate effectively with students, parents, and faculty.

REPORTS TO: Principal

SUPERVISES: May supervise:
 1. Students;
 2. Instructional and/or clerical aides.

JOB GOAL:

To help students acquire information and skills that will contribute to their development into mature, able, and responsible individuals.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and times designated.
2. Plans a program of study that meet the individual needs, interests, and skill levels of the students.
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
4. Prepares for assigned classes and provides written evidence of preparation upon the request of immediate superior.
5. Through the establishment of curriculum goals, guides the learning process and develops clear objectives to meet those goals.
6. Employs a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided and consistent with the needs and skill levels of the individuals or student groups involved.
7. Strives to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
8. Assesses the accomplishments of students on a regular basis and provides progress reports including reports to parents as required; provides implementation of the reading and math management systems, and/or Individual Education Plan and course curriculum outlines when or where appropriate.
9. Assesses the learning needs of students on a regular basis, seeking the assistance of district specialists where needed.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
11. Maintains accurate, complete, and correct records and their confidentiality as required by law, district policy, and administrative regulation.
12. Assists the administration in implementing all policies and rules governing student conduct for the classroom and school related activities as set forth by the Student Code of Conduct.
13. Makes reasonable provision for being available for scheduled students and conferences with parents for education-related purposes outside the instructional day.
14. Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and, cooperatively with department heads or principal, evaluates their job performance.
15. Strives to maintain and improve professional competence.
16. Attends staff meetings and serves on staff committees as prescribed in the Warren County Board of Education policies, Kentucky Revised Statutes and School Council Policies.
17. Acts in accordance with the by-laws and policies as set forth by the School/Council/Warren County Board of Education, Kentucky Revised Statutes and Kentucky Administrative Regulations, and applicable Federal law and regulations.
18. Carries out instructional duties as prescribed in the Warren County Board of Education policies.
19. Performs other duties as assigned by the Principal in accordance with the best interest of the school, students, and District.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education. Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this position will be conducted in accordance with the Board Policy on Evaluation of Certified Personnel. Evaluation of teachers will be conducted by the building principal or their designated assistant.

WCBE, Approved 6/11/01

TITLE: GIFTED AND TALENTED RESOURCE TEACHER

QUALIFICATIONS:

1. Holds a bachelor's or higher degree and the required Kentucky certificate for Teacher of Gifted and Talented students.
2. Proven ability to work effectively with students.
3. Has demonstrated the ability to communicate effectively with students, parents, Administrators, staff and community.

REPORTS TO: Principal

JOB GOAL:

To motivate identified gifted students to develop gifts and talents to achieve success in their scholastic endeavors, to build teacher capacity and to establish and maintain relationships with parents and school staff.

PERFORMANCE RESPONSIBILITIES:

Reference Kentucky Teacher Standards 1-10

In Addition:

1. Assess, collect data, and identifies students for Gifted and Talented services in the areas of general intellectual ability, creativity, and specific academic areas.
2. Meet with faculty of each assigned school to review district policy/procedures for addressing the needs of gifted students, the GSSP, and GSSP progress reporting.
3. Assist teachers in developing Gifted Student Service Plans and GT Student Progress reports.
4. Collaborate/consult with all teachers to develop activities that address the effective needs of gifted students.
5. Develop and provide professional development for teachers in areas specific to giftedness.
6. Participate as a member on the GT Committee of schools assigned.
7. Respond in a timely manner to referrals of students for possible formal and informal identification.
8. Maintain timely, accurate, complete records, GT student folders, and safeguard their confidentiality as required by law, Board policy and administrative procedures.
9. Assist in developing and facilitating home, school, and community awareness activities related to Gifted Services. Provide GT services overview to parents at the beginning of each school year.
10. Attend staff meetings, serve on school/district committees, and participate in the sponsorship of pupil activities.

11. Maintain a professional awareness of current literature related to gifted studies, including a working knowledge of state and federal law, Board policy and administrative regulations.
12. Collaborate with teachers to monitor the continuous progress of identified gifted students.
13. Provide teachers, students and parents with information (monthly newsletter) regarding school activities, performances and out-of-school enrichment opportunities.
14. Maintain and improve professional competence by participating in in-service education activities (differentiation, developing special projects, etc.)
15. Select, requisition and maintain instructional materials.
16. Perform other duties as may be requested by the principal and/or the supervisor.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education. Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this position will be conducted in accordance with the Board Policy on Evaluation of Certified Personnel. Evaluation of teachers will be conducted by the building principal or their designated assistant.

WCBE, Approved 6/10/02

TEACHER STANDARDS

Standard 1: Demonstrates Knowledge of Content

- 1.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 1.2 Communicates a current knowledge of discipline(s) taught.
- 1.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 1.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 1.5 Connects content knowledge to real-world applications.
- 1.6 Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 1.7 Analyzes sources of factual information for accuracy.
- 1.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 1.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 2: Designs/Plans Instruction

- 2.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 2.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 2.3 Integrates skills, thinking processes, and content across disciplines.
- 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 2.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 2.6 Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.

Standard 3: Creates/Maintains Learning Climate

- 3.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 3.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 3.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 3.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 3.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 3.6 Encourages and supports individual and group inquiry.
- 3.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 3.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 3.9 Works with colleagues to develop an effective learning climate within the school.

Standard 4: Implements/Manages Instruction

- 4.1 Communicates specific goals and high expectations for learning.
- 4.2 Connects learning with students' prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 4.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 4.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 4.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 4.6 Stimulates students to reflect on their own ideas and those of others.
- 4.7 Use appropriate questioning strategies to help students solve problems and think critically.
- 4.8 Manage student examinations of social issues relative to course content, possible responses, and associated consequences.
- 4.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 4.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 4.11 Makes effective use of media and technologies.
- 4.12 Makes efficient use of physical and human resources and time.
- 4.13 Provides opportunities for students to use and practice what is learned.
- 4.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 5: Assesses and Communicates Learning Results

- 5.1 Selects and uses appropriate assessments.
- 5.2 Make appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 5.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 5.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 5.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 5.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 6: Demonstrates Implementation of Technology

- 6.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 6.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 6.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 6.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 6.5 Creates multimedia presentations using scanners, digital cameras and video cameras.

- 6.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 6.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 6.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 6.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 6.10 Practices equitable and legal use of computers and technology in professional activities.
- 6.11 Facilitates the lifelong learning of self and others through the use of technology.
- 6.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 6.13 Applies research-based instructional practices that use computers and other technology.
- 6.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 6.15 Uses technology to support multiple assessments of student learning.
- 6.16 Instructs and supervises students in the ethical and legal use of technology.

Standard 7: Reflects/Evaluates Teaching/Learning

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

- 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborate with school services and community agencies to meet those needs.

Standard 9: Engages in Professional Development

- 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 plans.

- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrates Professional Leadership

- 10.1 Builds positive relationships within and between school and community.
- 10.2 Promotes leadership potential in colleagues.
- 10.3 Participates in professional organizations and activities.
- 10.4 Writes and speaks effectively.
- 10.5 Contributes to the profession, knowledge and expertise about teaching and learning.
- 10.6 Guides the development of curriculum and instructional materials.
- 10.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 10.8 Initiates and develops educational projects and programs.
- 10.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 10.10 Demonstrates punctuality and good attendance for all duties.
- 10.11 Adheres to school board policies and administrative procedures.
- 10.12 Adheres to the state professional Code of Ethics.

Warren County Public Schools

Pre-Observation Form

Evaluatee: _____

Content Area: _____

Observation Date: _____

Observation Time: _____

Pre-Conference Date: _____

Pre-Conference Time: _____

Grade: _____ **Total Students:** _____ **# of IEP's:** _____ **# of ESL Students:** _____

Which Common Core standards will be addressed?

What are your Learning Targets for this lesson?

What do you want students to learn from the lesson today?

What will I see when I observe this lesson? (Describe Instructional Strategies)

How will technology be used (if applicable for this lesson)?

Formative or Summative Assessment? (Briefly Describe)

What's the purpose of giving this particular assessment?

Any additional comments that you want to add?

Teacher's Signature: _____ **Date:** _____

Administrator's Signature: _____ **Date:** _____

WARREN COUNTY SCHOOLS
TEACHER EVALUATION FORM (FORMATIVE)

☐ F1 ☐ F2 ☐ Other

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Employee # _____

Date of Observation _____

Date of Conference _____

Teacher Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	–	1	+	–	2	+	–	3	+	4
1. Demonstrates Knowledge of Content										
2. Designs/Plans Instruction										
3. Creates/Maintains Learning Climate										
4. Implements/Manages Instruction										
5. Assesses and Communicates Learning Results										
6. Demonstrates Implementation of Technology										
7. Reflects/Evaluates Teaching/Learning										

WARREN COUNTY SCHOOLS
TEACHER EVALUATION FORM (FORMATIVE)

- Page 2

Teacher Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	–	1	+	–	2	+	–	3	+	4
8. Collaborates with Colleagues/Parents/Others										
9. Engages in Professional Development										
10. Demonstrates Professional Leadership										

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee Signature	Date	Evaluator Signature	Date
---------------------	------	---------------------	------

☐ Tenured ☐ Non-Tenured

School Year

Grade/Content Area

Employee #

4th _____

4th _____

[illegible]☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Evaluator's Comments:

Date _____

Date _____

_____ Does not meet teacher standards for reemployment

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

*Any rating in the “Not Progressing” column requires the development of an Individual Corrective Action Plan.

WARREN COUNTY SCHOOLS
CERTIFIED NON-ADMINISTRATIVE PERSONNEL (FORMATIVE)
(Must Be Evaluated Annually)

Evaluatee _____ **Position** _____
Evaluator _____ **Position** _____
Date of Observation _____ **Employee #** _____
Date of Conference _____

Standards for Certified Non-Administrative Personnel	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Leadership										
2. Management										
3. Interpersonal Skills										
4. Professional Responsibilities										
5. Implementation of Technology										

Evaluatee's Comments:

Evaluator's Comments:

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

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

WARREN COUNTY SCHOOLS
Certified Non-Administrative Personnel (Summative)
(Must Be Evaluated Annually)

Evaluatee _____ **Position:** _____

Evaluator _____ **Position:** _____

Employee # _____

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

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

Certified Non-Administrative Personnel Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Leadership										
2. Management										
3. Interpersonal Skills										
4. Professional Responsibilities										
5. Implementation of Technology										
OVERALL RATING										

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation _____
Evaluatee Signature Date

_____ Disagree with this summative evaluation
(A statement may be attached)

Evaluator: _____
Evaluator Signature Date

Employment Recommendation to Central Office: _____ Meets standards for reemployment
_____ Does not meet standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

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

*Any rating in the "Not Progressing" column requires the development of an Individual Corrective Action Plan.

TITLE: Preschool/Kindergarten Teacher

QUALIFICATIONS:

1. Holds Bachelor's Degree and required Kentucky certification for assigned position.
2. Proven ability to work effectively with students.
3. Proven ability to communicate effectively with students, parents, and faculty.

REPORTS TO: Principal

SUPERVISES: May supervise:
 1. Students;
 2. Instructional and/or clerical aides.

JOB GOAL:

To help students acquire information and skills that will contribute to their development into mature, able, and responsible individuals.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and times designated.
2. Plans a program of study that meets the individual needs, interests, and skill levels of the students.
3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
4. Prepares for assigned classes and provides written evidence of preparation upon the request of immediate superior.
5. Through the establishment of curriculum goals, guides the learning process and develops clear objectives to meet those goals.
6. Employs a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided and consistent with the needs and skill levels of the individuals or student groups involved.
7. Strives to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
8. Assesses the accomplishments of students on a regular basis and provides progress reports including reports to parents as required; provides implementation of the reading and math management systems, and/or Individual Education Plan and course curriculum outlines when or where appropriate.
9. Assesses the learning needs of students on a regular basis, seeking the assistance of district specialists where needed.

10. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
11. Maintains accurate, complete, and correct records and their confidentiality as required by law, district policy and administrative regulations.
12. Assists the administration in implementing all policies and rules governing student conduct for the classroom and school related activities as set forth by the Student Code of Conduct.
13. Makes reasonable provision for being available for scheduled students and conferences with parents for education-related purposes outside the instructional day.
14. Plans and supervises purposeful assignments for teacher aide(s) and volunteer(s) and cooperatively, with department heads or principal, evaluates their job performance.
15. Strives to maintain and improve professional competence.
16. Attends staff meetings and serves on staff committees as prescribed in the Warren County Board of Education policies, Kentucky Revised Statutes and School Council Policies.
17. Acts in accordance with the by-laws and policies as set forth by the School/Council/Warren County Board of Education, Kentucky Revised Statutes and Kentucky Administrative Regulations, and applicable Federal law and regulations.
18. Carries out instructional duties as prescribed in the Warren County Board of Education policies.
19. Performs other duties as assigned by the Principal in accordance with the best interest of the school, students, and District.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education. Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this position will be conducted in accordance with the Board Policy on Evaluation of Certified Personnel. The building principal or their designated assistant will conduct evaluation of teachers.

WCBE, Approved 6/11/01

PRESCHOOL/KINDERGARTEN TEACHER STANDARDS

Standard 1: Designs/Organizes Instruction

- 1.1 Designs developmentally/individually appropriate activity-based learning experiences
- 1.2 Makes provisions for special needs.
- 1.3 Plans for safe, healthy environments and activities.
- 1.4 Bases curriculum and instruction on developmental needs and Kentucky's learning goals.
- 1.5 Facilitates positive guidance/self-regulation of the child.
- 1.6 Links learning with cultural, social and family diversity.
- 1.7 Incorporates multiple disciplines and service plans.
- 1.8 Incorporates family resources, priorities and concerns.
- 1.9 Relates current learning to transition plans.
- 1.10 Uses technology to enhance learning and participation.
- 1.11 Selects developmentally and individually appropriate strategies and resources.
- 1.12 Provides a stimulus-rich indoor/outdoor environment.
- 1.13 Identifies resources to accomplish management task.
- 1.14 Demonstrates knowledge of child development theory/research.

Standard 2: Creates/Maintains Learning Climates

- 2.1 Facilitates active involvement in a variety of structured and unstructured learning activities.
- 2.2 Facilitates acquisition/integration of skills/concepts.
- 2.3 Provides guidance/learning cues/positive feedback on progress.
- 2.4 Provides a stimulus-rich indoor/outdoor environment.
- 2.5 Uses technology/materials/media to enhance learning/control of the environment.
- 2.6 Manages antecedent/consequent conditions to foster self-management.
- 2.7 Uses cooperative learning to encourage interpersonal skills.
- 2.8 Adapts environment to address special needs.
- 2.9 Facilitates positive interaction between children and adults.
- 2.10 Uses physical/social/temporal environment to engage children and maximize learning.
- 2.11 Recognizes diversity as a strength in children and families.
- 2.12 Operates within legal and ethical guidelines.
- 2.13 Demonstrates knowledge of recommended practices and research in physical/social learning environments.
- 2.14 Demonstrates punctuality and good attendance for all duties.
- 2.15 Adheres to school board policies and administrative procedures.
- 2.16 Adheres to the state professional Code of Ethics.

Standard 3: Implements/Manages Instruction

- 3.1 Facilitates active involvement in a variety of structured and unstructured learning activities.
- 3.2 Incorporates multiple disciplines and service plans.
- 3.3 Facilitates acquisition/integration of skills/concepts.
- 3.4 Implements child oriented strategies to meet individual needs.
- 3.5 Incorporates family-centered activities.
- 3.6 Links learning to the child's experiences/knowledge in a culturally sensitive manner.
- 3.7 Provides guidance/learning cues/positive feedback on progress.
- 3.8 Uses pedagogically sound/legally defensible instructional practices.

- 3.9 Uses adaptations/positioning/handling strategies to involve children in multi-ability groups.
- 3.10 Uses technology/materials/media to enhance learning and control of the environment.
- 3.11 Manages antecedent and consequent conditions to foster self-management behaviors.
- 3.12 Facilitates positive interactions between children and adults.
- 3.13 Uses physical, social and temporal environment to engage children and maximize learning.
- 3.14 Identifies options/resources for transition to next class/program.
- 3.15 Identifies the goal of the management task.
- 3.16 Uses problem-solving and participatory group processes to address management problems.
- 3.17 Establishes appropriate timelines for completing management tasks.
- 3.18 Demonstrates knowledge of recommended practices and research in instructional strategies and management.

Standard 4: Assesses and Communicates Learning Results

- 4.1 Uses multiple assessment modes and methods with adaptations for children with special needs.
- 4.2 Uses assessment tools/procedures according to standards.
- 4.3 Actively involves families in the assessment process.
- 4.4 Collects data systematically and records progress.
- 4.5 Organizes assessment data and communicate results to families and other team members in every day language.
- 4.6 Identifies options and resources for transition to next class/program.
- 4.7 Evaluates development/learning in a culturally sensitive manner.
- 4.8 Applies state/national guidelines/mandates in child evaluation.
- 4.9 Demonstrates knowledge of recommended practices and research in the assessment process.

Standard 5: Reflects/Evaluates Teaching/Learning

- 5.1 Articulates and assesses the learning situation with respect to key elements.
- 5.2 Applies professional guidelines/mandates in program evaluation.
- 5.3 Evaluates impact of the program on child learning/development.
- 5.4 Identifies professional development needs of assistants, staff and volunteers.
- 5.5 Critically reviews and applies research and recommended practices in the program.
- 5.6 Involves families, other team members, community patron and advisory boards in evaluation of programs.
- 5.7 Proposes changes to improve learning and development.
- 5.8 Demonstrates knowledge of recommended practices and research in program evaluation.

Standard 6: Collaborates with Colleagues/Parents/Others

- 6.1 Uses effective team membership and interpersonal skills to support collaboration.
- 6.2 Involves parents as partners on the team.
- 6.3 Involves appropriate persons and agencies to address the situation, problem, or task.
- 6.4 Follows through on input from other members of the team.
- 6.5 Encourages contributions from a variety of sources and backgrounds.
- 6.6 Collaborates with families/personnel to support child transition.

- 6.7 Makes appropriate referrals and provides functional and appropriate assessments as an interdisciplinary team member.
- 6.8 Writes IEPs/IFSPs/transition plans with the team.
- 6.9 Articulates children's goals to assistants, staff and volunteers.
- 6.10 Uses adult learning principles in training and supervision of assistants, staff and volunteers.
- 6.11 Assesses the professional growth needs of assistants, staff and volunteers in a culturally sensitive manner.
- 6.12 Identifies professional development needs of assistants, staff and volunteers.
- 6.13 Evaluates and provides feedback on performance.
- 6.14 Demonstrates knowledge of recommended practice and research in interdisciplinary collaboration and consultation.

Standard 7: Engages in Professional Development

- 7.1 Assess own performance and identify areas for growth.
- 7.2 Articulates a professional development plan.
- 7.3 Shows documented evidence of growth and performance.
- 7.4 Demonstrates professional growth through participation in professional organizations.
- 7.5 Critically reviews and applies research and recommended practices in the program.
- 7.6 Expands personal knowledge of child development, interdisciplinary practice and family centered service.

Standard 8: Supports Families

- 8.1 Assists family in articulating priorities, concerns and resources.
- 8.2 Demonstrates sensitivity to family differences.
- 8.3 Implements family-centered services which support child development.
- 8.4 Informs families of legal rights and program procedures.
- 8.5 Implements a continuum of family-oriented services.
- 8.6 Applies adult learning principles to parent education activities.
- 8.7 Uses varied two-way communication strategies.
- 8.8 Demonstrates knowledge of recommended practice and research in family systems theory and family-centered services.

Standard 9: Demonstrated Implementation of Technology

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 9.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 9.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

- 9.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 9.10 Practices equitable and legal use of computers and technology in professional activities.
- 9.11 Facilitates the lifelong learning of self and others through the use of technology.
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 9.13 Applies research-based instructional practices that use computers and other technology.
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.15 Uses technology to support multiple assessments of student learning.
- 9.16 Instructs and supervises students in the ethical and legal use of technology.

Standard 10: Demonstrates Professional Leadership

- 10.1 Builds positive relationships within and between school and community.
- 10.2 Promotes leadership potential in colleagues.
- 10.3 Participates in professional organizations and activities.
- 10.4 Writes and speaks effectively.
- 10.5 Contributes to the profession, knowledge and expertise about teaching and learning.
- 10.6 Guides the development of curriculum and instructional materials.
- 10.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 10.8 Initiates and develops educational projects and programs.
- 10.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 10.10 Demonstrates punctuality and good attendance for all duties.
- 10.11 Adheres to school board policies and administrative procedures.
- 10.12 Adheres to the state professional Code of Ethics.

WARREN COUNTY SCHOOLS
PRESCHOOL/KINDERGARTEN TEACHER EVALUATION FORM (FORMATIVE)

☐ F1 ☐ F2 ☐ Other

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Employee # _____

Date of Observation _____

Date of Conference _____

Preschool/Kindergarten Teacher Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Designs/Organizes Instruction										
2. Creates/Maintains Learning Climates										
3. Implements/Manages Instruction										
4. Assesses and Communicates Learning Results										
5. Reflects/Evaluates Teaching/Learning										
6. Collaborates with Colleagues/Parents/Others										
7. Engages in Professional Development										
8. Supports Families										
9. Demonstrates Implementation of Technology										
10. Demonstrates Professional Leadership										

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee Signature

Date

Evaluator Signature

Date

WARREN COUNTY SCHOOLS
PRESCHOOL/KINDERGARTEN TEACHER EVALUATION FORM (SUMMATIVE)

☐ Tenured ☐ Non-Tenured

Evaluatee _____ **School Year** _____
Evaluator _____ **Grade/Content Area** _____
School _____ **Employee #** _____
Date(s) of Observation(s) **1st** _____ **2nd** _____ **3rd** _____ **4th** _____
Date(s) of Conference(s) **1st** _____ **2nd** _____ **3rd** _____ **4th** _____

Preschool/Kindergarten Teacher Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Designs/Organizes Instruction										
2. Creates/Maintains Learning Climates										
3. Implements/Manages Instruction										
4. Assesses and Communicates Learning Results										
5. Reflects/Evaluates Teaching/Learning										
6. Collaborates with Colleagues/Parents/Others										
7. Engages in Professional Development										
8. Supports Families										
9. Demonstrates Implementation of Technology										
10. Demonstrates Professional Leadership										

OVERALL RATING _____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation _____ Evaluatee Signature _____ Date
 _____ Disagree with this summative evaluation
 (A statement may be attached)

Evaluator: _____ Evaluator Signature _____ Date

Employment Recommendation to Central Office: _____ Meets teacher standards for reemployment
 _____ Does not meet teacher standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

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

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

TITLE: **Library Media Specialist**

QUALIFICATIONS:

1. Holds Bachelor's Degree and required Kentucky certification for library media specialist.
2. Proven ability to work effectively with students.
3. Proven ability to communicate effectively with students, parents, and faculty.

REPORTS TO: Principal

SUPERVISES: May supervise:
 1. Students;
 2. Instructional and/or clerical aides.

JOB GOAL:

To help students acquire information and skills that will contribute to their development into mature, able, and responsible individuals.

PERFORMANCE RESPONSIBILITIES:

I. *Management and Administration*

1. Plans long-range goals of the library media center program with faculty and administration.
2. Plans the budget with the administration and/or SBDM/advisory councils based on the needs and objective of the library media center program.
3. Administers the budget according to the goals and objectives of the program.
4. Periodically meets with the administration and/or SBDM/advisory councils to discuss short-range goals and accomplishments of the library media center.
5. Develops and administers library media center policies regarding materials selection, collection development, circulation, challenged materials, copyright, and technology.
6. Administers a library media program unique to the philosophy of the school.
7. Develops plans for maintaining a technologically current facility and program.
8. Organizes, classifies, and catalogs library materials following nationally recognized professional standards.
9. Solicits suggestions from and communicate with faculty and students about services, materials, programs, and facilities.
10. Evaluates programs, services, facilities, and materials on a continuous basis.
11. Organizes and maintains the library media center as a functional, attractive, safe and orderly environment.

12. Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
13. Is responsible for the proper use of the facility, materials, and equipment.
14. May plan and/or participate in special projects or proposals.
15. Trains and supervises library media center clerical staff and volunteers.
16. Maintains accurate records (e.g. purchase orders, bid specs, packing slips, etc.)

II. *Collection Development*

1. Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.
2. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
3. Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
4. Maintains a professional collection.
5. Selects, acquires, circulates, and maintains materials, technology, and equipment, which support the schools' curriculum.
6. Keeps a current card or automated catalog.
7. Maintains statistical records needed to verify collection of the library media center holdings.
8. Makes general repairs, weeds collection, and takes annual inventory.

III. *Library Media Services*

1. Exercises a role in ensuring the library media center are an integral part of the school's instructional program.
2. Encourages use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
3. Participates in curriculum development and plans regularly with teachers.
4. Provides for the incorporation of information and instructional technologies into the school curriculum.
5. Provides training in the use of the new materials, technology, and equipment.

6. Supports classroom teachers in the development of instructional activities, and curriculum with print and non-print materials.
7. Assists faculty in the selection of materials to supplement instruction.
8. Establishes positive rapport with staff and students.
9. Makes the library media center and its resources accessible to students and faculty.
10. Provides orientation for faculty and students.
11. Maintains effective communication with staff and students.
12. Facilitates the circulation of materials among schools in the district or with other agencies.
13. Is available as a personal resource for all students and faculty.
14. Promotes recreational reading.

IV. Professional Responsibilities

1. Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.
2. Informally evaluates individual and group needs and provides appropriate learning experiences.
3. Creates a climate conducive to learning.
4. Provides for independent and cooperative group learning.
5. Guides students in the selection of appropriate resources.
6. Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
7. Promotes appreciation of various forms of literature.
8. Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills.
9. Incorporates the use of technology in accessing information.
10. Assists students in the use of multi-media.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education.

Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this position will be conducted in accordance with the Board Policy on Evaluation of Certified Personnel. Evaluation of library media specialists will be conducted by the building principal or his/her designated assistant.

WCBE, Approved 6/11/01

LIBRARY MEDIA SPECIALIST PERFORMANCE RESPONSIBILITIES

Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession, knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

Standard 2: Demonstrates Knowledge of Effective Library Media Program

- 2.1 Provides an open, flexible schedule in which the library facility and resources are available to students and teachers on an "at need" basis.
- 2.2 There are no limitations on the length of the visit or the frequency of visits. Students and classes come as often and as long as necessary.
- 2.3 Provides opportunities and resources for teachers to integrate information skills into learning activities.
- 2.4 Utilizes current technology to provide efficient access to and effective communication of information.
- 2.5 Provides an inviting, accessible and stimulating place for individual and group use.
- 2.6 Provides appropriate, accurate and current resources in all formats to meet the needs of the school community.

Standard 3: Designs/Plans Library Media Program

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.

- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of learning processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of management techniques that foster individual responsibility and cooperation. Promote and incorporate instructional strategies or management techniques that are fair and respect diversity and individual differences.
- 4.8 Analyzes and changes the library to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Library Media Program

- 5.1 Plans long-range goals of the library media center or program and meets periodically with the faculty, administration and/or SBDM council to discuss the goals and accomplishments of the library media center.
- 5.2 Plans and administers the budget with the administration and/or SBDM/advisory councils based on the needs and objectives of the library media center.
- 5.3 Develops and administers library media center programs and policies unique to the philosophy of the school regarding materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 5.4 Develops plans for maintaining a technologically current facility and program
- 5.5 Organizes, classifies, and catalogs library materials following nationally recognized professional standards.
- 5.6 Solicits suggestions from and communicate with faculty and students about services, materials, programs, and facilities.
- 5.7 Is responsible for organizing, maintaining, and overseeing the library media center and it's facilities, materials, and equipment in order to create a functional, attractive, safe and orderly environment.
- 5.8 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 5.9 Evaluates programs, services, facilities, and materials on a continuous basis.
- 5.10 Plans and/or participates in special projects or proposals.
- 5.11 Trains and supervises library media center clerical staff and volunteers.
- 5.12 Maintains accurate records (e.g. purchase orders, bid specs, packing slips, etc.).
- 5.13 Follows the district approved selection policy, which includes a procedure for the reconsideration of materials.

- 5.14 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 5.15 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
- 5.16 Selects, acquires, circulates, and maintains materials, technology, and equipment, which support the school's curriculum and professional needs.
- 5.17 Keeps a current card or automated catalog and statistical records to verify the collection of the library media center holdings.
- 5.18 Makes general repairs, weeds collection, and takes annual inventory.
- 5.19 Exercises a role in ensuring the library media center is an integral part of the school's instructional program by participating in curriculum development and planning regularly with teachers.
- 5.20 Makes the library media center and its resources accessible to students and faculty by encouraging the use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 5.21 Provides for the incorporation of information and instructional technologies into the school curriculum by assisting faculty in the development of instructional units and in the selection of materials to supplement instruction.
- 5.22 Provides training in the use of new materials, technology, and equipment.
- 5.23 Establishes a positive rapport with staff and students by maintaining effective communication and being available as a personal resource for all students and faculty.
- 5.24 Provides orientation for faculty and students.
- 5.25 Facilitates the circulation of materials among schools in the district or with other agencies.
- 5.26 Promotes recreational reading.

Standard 6: Reflects/Evaluates Teaching/Learning

- 6.1 Assesses and analyzes the effectiveness of library media program.
- 6.2 Makes appropriate changes to library media program based upon feedback, reflection, and assessment results.
- 6.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 7: Collaborates with Colleagues/Parents/Others

- 7.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 7.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 7.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 7.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 7.5 Secures and makes use of school and community resources that present differing viewpoints.
- 7.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 7.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 7.8 Analyzes previous collaborative experiences to improve future experiences.

- 7.9 Assesses students' special needs and collaborate with school services and community agencies to meet those needs.

Standard 8: Engages in Professional Development

- 8.1 Establishes priorities for professional growth.
- 8.2 Analyzes student performance to help identify professional development needs.
- 8.3 Solicits input from others in the creation of individual professional development plans.
- 8.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 8.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 9: Demonstrated Implementation of Technology

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 9.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 9.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 9.10 Practices equitable and legal use of computers and technology in professional activities.
- 9.11 Facilitates the lifelong learning of self and others through the use of technology.
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.15 Uses technology to support multiple assessments of student learning.
- 9.16 Instructs and supervises students in the ethical and legal use of technology.

WARREN COUNTY SCHOOLS
LIBRARY MEDIA SPECIALIST EVALUATION FORM (FORMATIVE)
 (Library Media Specialist Must Be Evaluated Annually)

Evaluatee _____

School Year _____

Evaluator _____

Employee # _____

School _____

Date of Conference _____

Date of Observation _____

Library Media Specialist Performance Responsibilities	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Demonstrates Professional Leadership										
2. Demonstrates Knowledge of Effective Library Media Program										
3. Designs/Plans Library Media Program										
4. Creates/Maintains Learning Climate										
5. Implements/Manages Library Media Program										
6. Reflects/Evaluates Teaching/Learning										
7. Collaborates with Colleagues/Parents/Others										
8. Engages in Professional Development										
9. Demonstrates Implementation of Technology										

Evaluatee's Comments:

Evaluator's Comments:

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

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

WARREN COUNTY SCHOOLS
LIBRARY MEDIA SPECIALIST EVALUATION FORM (SUMMATIVE)
 (Library Media Specialist Must Be Evaluated Annually)

Evaluatee _____ School Year _____
 Evaluator _____ Grade/Content Area _____
 School _____ Employee # _____
 Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
 Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Library Media Specialist Performance Responsibilities	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Demonstrates Professional Leadership										
2. Demonstrates Knowledge of Effective Library Media Program										
3. Designs/Plans Library Media Program										
4. Creates/Maintains Learning Climate										
5. Implements/Manages Library Media Program										
6. Reflects/Evaluates Teaching/Learning										
7. Collaborates with Colleagues/Parents/Others										
8. Engages in Professional Development										
9. Demonstrates Implementation of Technology										
OVERALL RATING										

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

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation _____
 _____ Disagree with this summative evaluation _____
 (A statement may be attached)

Evaluatee Signature

Date

Evaluator:

Evaluator Signature

Date

Employment Recommendation to Central Office:

_____ Meets library media specialist standards for reemployment

_____ Does not meet library media specialist standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

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

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

TITLE: ELEMENTARY CURRICULUM COORDINATOR/SUMMIT TEACHER

QUALIFICATIONS:

Minimum requirements of:

1. Bachelor's Degree and Kentucky certification for assigned position.
Gifted and Talented Endorsement or willing to complete additional certification requirements within three years. Must be willing to and eligible to acquire elementary education program consultant certification.
2. Is a practicing elementary teacher.
3. Possesses a demonstrated capacity for training others, utilizing a variety of instructional strategies and tools consistent with Primary School, Kentucky Assessment, and School Comprehensive Improvement Plan.
4. Is respected by colleagues as knowledgeable and helpful.

REPORTS TO: Principal and Assistant Superintendent

SUPERVISES: May supervise:
1. Students
2. Instructional and/or clerical aides

JOB GOAL:

To help teachers acquire information and skills that will contribute to the continuous progress of each student.

DUTIES AND RESPONSIBILITIES:

1. Actively participates in professional development that is intentional, ongoing, and systemic to improve student learning as approved by the District.
2. Assist, through collaborative efforts with teachers, principals, parents, and community, the planning and implementation of the School Comprehensive Improvement Plan.
3. Designs and provides professional development aligned to the District/School Improvement Plan.
4. Models and/or coaches best practice strategies in the classroom setting that include formal and informal assessment, reporting, and differentiated instruction.
5. Provide follow-up and technical assistance/consultation for transitioning and linkages between primary, intermediate elementary, and middle school.
6. Assists in curriculum and instructional alignment to the Program of Studies and Core Content for Assessment.
7. Participates in assessment data analysis to gauge progress of students with planning emphasis on reducing gaps in all areas.

8. Delivers direct instruction to specified groups of students.
9. Maintain a working knowledge of Gifted and Talented Kentucky law, Board policy and administrative regulations.
10. Coordinates and/or provides for the identification, placement, and services for SUMMIT students, and serves on the School SUMMIT Committee.
11. Other duties as assigned by supervisors.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education. Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Certified Personnel. Evaluation will be conducted by the building principal.

Approved, WCBE, 2/13/2006

ELEMENTARY CURRICULUM COORDINATOR STANDARDS

Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession, knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

Standard 2: Demonstrates Knowledge of Content

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/Plans Instruction

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.

- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation. Promote and incorporate instructional strategies or management techniques that are fair and respect diversity and individual differences.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Use appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manage student's examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.

- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment process that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

- 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., timelines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborate with school services and community agencies to meet those needs.

Standard 9: Engages in Professional Development

- 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 plans.
- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.

- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrated Implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluatee _____

Evaluator _____

School _____

School Year _____

Date of Conference

Elementary Curriculum Coordinator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Demonstrates Professional Leadership.										
2. Demonstrates Knowledge of Content.										
3. Designs/Plans Instruction.										
4. Creates/Maintains Learning Climate.										
5. Implements/Manages Instruction.										
6. Assesses and Communicates Learning Results.										
7. Reflects/Evaluates Teaching/Learning.										
8. Collaborates with Colleagues/Parents/Others.										

WARREN COUNTY SCHOOLS
ELEMENTARY CURRICULUM COORDINATOR EVALUATION FORM (FORMATIVE)
Page 2

Secondary Curriculum Coordinator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	–	1	+	–	2	+	–	3	+	4
9. Engages in Professional Development.										
10. Demonstrates Implementation of Technology.										

sample

Evaluatee’s Comments:

Evaluator’s Comments:

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

Evaluatee Signature

Date

Evaluator Signature

Date

WARREN COUNTY SCHOOLS
ELEMENTARY CURRICULUM COORDINATOR EVALUATION FORM (SUMMATIVE)
 (Elementary Curriculum Coordinator Must Be Evaluated Annually)

Evaluatee _____

School Year _____

Evaluator _____

Employee # _____

School _____

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

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

Elementary Curriculum Coordinator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Demonstrates Professional Leadership.										
2. Demonstrates Knowledge of Content.										
3. Designs/Plans Instruction.										
4. Creates/Maintains Learning Climate.										
5. Implements/Manages Instruction.										
6. Assesses and Communicates Learning Results.										
7. Reflects/Evaluates Teaching/Learning.										
8. Collaborates with Colleagues/Parents/Others.										
9. Engages in Professional Development.										
10. Demonstrates Implementation of Technology.										

OVERALL RATING										
----------------	--	--	--	--	--	--	--	--	--	--

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

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

WARREN COUNTY SCHOOLS
ELEMENTARY CURRICULUM COORDINATOR EVALUATION FORM (SUMMATIVE)

Page 2

Evaluatee's Comments:

Evaluator's Comments:

sample

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

Evaluatee:	<input type="checkbox"/>	Agree with this summative evaluation	<input type="text"/>	<input type="text"/>
			Evaluatee Signature	Date
	<input type="checkbox"/>	Disagree with this summative evaluation (A statement may be attached)		

Evaluator:	<input type="text"/>	<input type="text"/>
	Evaluator Signature	Date

<u>Employment Recommendation to Central Office:</u>	<input type="checkbox"/>	Meets Elementary Curriculum Coordinator standards for reemployment
	<input type="checkbox"/>	Does not meet Elementary Curriculum Coordinator standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3.345 Sections 7, 8, 9 and the local district plan.

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

TITLE: Middle School and High School Curriculum Coordinator

QUALIFICATIONS:

1. Kentucky Certification for a teacher.
2. Has a demonstrated capacity for training others, utilizing a variety of strategies to develop a Secondary Instructional Program consistent with the Assessment Program, the schools Technology Plan and Consolidated Plan.
3. Is respected by colleagues for knowledge and work ethic.

REPORTS TO: Building Principal

JOB GOAL:

To assist in curriculum coordination directed toward a comprehensive plan of instruction, pre-school through grade 12, that is research based and district appropriate as indicated by student performance on standardized tests.

PERFORMANCE RESPONSIBILITIES:

1. Provides direct training based on building determined needs and Comprehensive School Improvement Plan.
2. Provides technical assistance and/or consultation with emphasis on effective classroom practices and alignment of curriculum from elementary to middle to high school.
3. Assists classroom teachers in implementing new instructional strategies.
4. Assists administrators, counselors, and teachers with analysis of assessment results and assists in the development of strategies for improvement.
5. Provides demonstrations relating to appropriate assessment practices, reports student progress, sound instructional practices and knowledge of curriculum.
6. Works to increase parent awareness of and involvement in the education of their child.
7. Develops an increased awareness of instructional issues such as, but not limited to:
 - A. Alternative schedules
 - B. School-to-Career Initiatives
 - C. Advanced Placement Programs
 - D. Individual Graduation Plans
 - E. Graduation and/or Diploma Requirements
 - F. Certificate of Mastery
8. Meets with secondary technology coordinators, secondary curriculum coordinators, and elementary curriculum coordinators as scheduled by the Assistant Superintendent for Instruction or his or her designee.

9. The Curriculum Coordinator shall develop an individual growth plan and school improvement plan specific to the school and area of employment. Both the growth plan and school improvement plan shall be subject to the review of the building principal with input from Central Office Instructional Staff.
10. The Secondary Curriculum Coordinator shall complete all responsibilities as assigned by the Building Principal and/or Superintendent.
11. The Secondary Curriculum Coordinator will assist with the writing and/or development of the annual Comprehensive School Improvement Plan
12. The Secondary Curriculum Coordinator will assist with the development/planning of in-service activities for faculty and staff.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education. Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this job will be evaluated in accordance with the provision of the Warren County Board of Education policy on evaluation of certified personnel. Evaluation will be conducted by the school principal with input from the Secondary Supervisor and Assistant Superintendent for Instruction when requested.

WCBE, Approved 6/9/03

MIDDLE SCHOOL AND HIGH SCHOOL CURRICULUM COORDINATOR STANDARDS

Standard 1: Demonstrates Professional Leadership

- 1.1 Builds positive relationships within and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities.
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the profession, knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties.
- 1.11 Adheres to school board policies and administrative procedures.
- 1.12 Adheres to the state professional Code of Ethics.

Standard 2: Demonstrates Knowledge of Content

- 2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/Plans Instruction

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.

- 3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6 Encourages and supports individual and group inquiry.
- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation. Promote and incorporate instructional strategies or management techniques that are fair and respect diversity and individual differences.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student's examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.

- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment process that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

- 8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.
- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future experiences.
- 8.9 Assesses students' special needs and collaborate with school services and community agencies to meet those needs.

Standard 9: Engages in Professional Development

- 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 plans.
- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.

- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrated Implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

WARREN COUNTY SCHOOLS
MIDDLE AND HIGH SCHOOL CURRICULUM COORDINATOR EVALUATION FORM (FORMATIVE)
 (Curriculum Coordinator Must Be Evaluated Annually)

Evaluatee _____
Evaluator _____
School _____
School Year _____

Employee # _____
Date of Observation _____
Date of Conference _____

Middle and High School Curriculum Coordinator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Demonstrates Professional Leadership.										
2. Demonstrates Knowledge of Content.										
3. Designs/Plans Instruction.										
4. Creates/Maintains Learning Climate.										
5. Implements/Manages Instruction.										
6. Assesses and Communicates Learning Results.										
7. Reflects/Evaluates Teaching/Learning.										
8. Collaborates with Colleagues/Parents/Others.										

WARREN COUNTY SCHOOLS
MIDDLE AND HIGH SCHOOL CURRICULUM COORDINATOR EVALUATION FORM (FORMATIVE)

Page 2

Middle and High School Curriculum Coordinator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
9. Engages in Professional Development.										
10. Demonstrates Implementation of Technology.										

Evaluatee's Comments:

Evaluator's Comments:

sample

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

Evaluatee Signature

Date

Evaluator Signature

Date

WARREN COUNTY SCHOOLS
MIDDLE AND HIGH SCHOOL CURRICULUM COORDINATOR EVALUATION FORM (SUMMATIVE)
(Middle and High School Curriculum Coordinator Must Be Evaluated Annually)

Evaluatee _____

School Year _____

Evaluator _____

Employee # _____

School _____

Date(s) of Observation(s) **1st** _____

2nd _____

3rd _____

4th _____

Date(s) of Conference(s) **1st** _____

2nd _____

3rd _____

4th _____

Middle and High School Curriculum Coordinator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Demonstrates Professional Leadership.										
2. Demonstrates Knowledge of Content.										
3. Designs/Plans Instruction.										
4. Creates/Maintains Learning Climate.										
5. Implements/Manages Instruction.										
6. Assesses and Communicates Learning Results.										
7. Reflects/Evaluates Teaching/Learning.										
8. Collaborates with Colleagues/Parents/Others.										
9. Engages in Professional Development.										
10. Demonstrates Implementation of Technology.										
OVERALL RATING										

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

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

WARREN COUNTY SCHOOLS
MIDDLE AND HIGH SCHOOL CURRICULUM COORDINATOR EVALUATION FORM (SUMMATIVE)

Page 2

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation

Evaluatee Signature

Date

_____ Disagree with this summative
evaluation
(A statement may be attached)

Evaluator:

Evaluator Signature

Date

Employment Recommendation to Central Office:

_____ Meets Middle and High School Curriculum
Coordinator standards for reemployment

_____ Does not meet Middle and High School Curriculum
Coordinator standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

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

*Any rating in the "Not Progressing" column requires the development of an Individual Corrective Action Plan.

TITLE: School Counselor

QUALIFICATIONS:

1. Kentucky Certification for Counselor.
2. Degrees and experience commensurate with job descriptions in appropriate grade level.

REPORTS TO: Principal

SUPERVISES: May coordinate and direct activities of clerical assistants.

JOB GOAL:

To assist all students to develop skills in the areas of personal-social growth, educational planning, and career and vocational development.

DUTIES AND RESPONSIBILITIES:

I. Demonstrates Competence in the Knowledge and Application of Legal and Ethical Counseling Standards:

The school counselor demonstrates competence in the knowledge of legal and ethical counseling standards (American Association for Counseling and Development), and consistently applies these standards throughout the delivery of services.

II. Plans the School Guidance Program:

The school counselor assists in developing the local school guidance plan and develops activities and resources to implement and evaluate the guidance program. The school counselor involves other school staff in guidance related decision-making processes.

III. Provides Individual Counseling:

The school counselor provides individual counseling to help meet the developmental, preventative and remedial needs of students.

IV. Provides Group Counseling and Guidance:

The school counselor provides leadership in the development and implementation of a group counseling program and a group guidance program.

V. Assists in Providing Appropriate Educational, Career, and Vocational Placement, Referral and Follow-up:

The school counselor assists students to make successful educational and vocational choices. The school counselor helps the student meet his/her special needs through referral to appropriate community agencies, businesses and organizations. The school counselor conducts appropriate follow-up activities as required.

VI. Assists in Gathering and Utilizing Student Data for Assessment Appraisal and Referral:

The school counselor assists in the implementation of the student-testing program and helps others in interpreting the test data. The school counselor assists in collecting, maintaining, and disseminating other student data.

VII. Keeps Own Professional Competence Current:

The school counselor upgrades his/her professional growth and development.

VIII. Provides Coordination and Consultation Services:

The school counselor coordinates and assists in the coordination of student services. The counselor coordinates the implementation of the overall guidance program. The counselor consults with parents, teacher, and others as appropriate about the special needs of students.

IX. Meets Professional Duties and Responsibilities:

The school counselor meets professional duties and responsibilities as assigned.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education.

Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance of this position will be conducted annually in accordance with the Board policy on evaluation of certified personnel. Evaluation of counselors will be conducted by the building principal.

WCBE, Approved 6/11/01

SCHOOL COUNSELOR STANDARDS

Standard 1: Program Management, Research, and Evaluation

- 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.

Standard 2: Developmental Guidance Curriculum

- 2.1 Assess the developmental needs 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.

Standard 3: Individual/Small Group Counseling

- 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. Promote and incorporate instructional strategies or management techniques that are fair and respect diversity and individual differences.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

- 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.

Standard 5: Coordination

- 5.1 Coordinate with school and community personnel, including schools 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).

Standard 6: Assessment

- 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.
- 6.3 Collaborate with staff concerning assessment of special needs students.
- 6.4 Use assessment results and other resources 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.

Standard 7: Adheres to Professional Standards

- 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.

Standard 8: Demonstrates Professional Leadership

- 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 Participate 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.
- 8.11 Work with colleagues to administer an effective learning climate within the school.
- 8.12 Demonstrates punctuality and good attendance for all duties.
- 8.13 Adheres to school board policies and administrative procedures.
- 8.14 Adheres to the state professional Code of Ethics.

Standard 9: Engages in Professional Development

- 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 instructional performance and to promote student learning.

Standard 10: Demonstrated Implementation of Technology

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras and video cameras.
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- 10.7 Uses computers and other technologies such as interactive instruction, and audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

WARREN COUNTY SCHOOLS
SCHOOL COUNSELOR EVALUATION FORM (FORMATIVE)
(School Counselor Must Be Evaluated Annually)

Evaluatee _____

School Year _____

Evaluator _____

Grade/Content Area _____

School _____

Employee # _____

Date of Observation _____

Date of Conference _____

Guidance Counselor Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Program Management, Research, and Evaluation										
2. Developmental Guidance Curriculum										
3. Individual/Small Group Counseling										
4. Consultation/Collaboration										
5. Coordination										
6. Assessment										
7. Adheres to Professional Standards										
8. Demonstrates Professional Leadership										
9. Engages in Professional Development										
10. Demonstrates Implementation of Technology										

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee Signature

Date

Evaluator Signature

Date

WARREN COUNTY SCHOOLS
SCHOOL COUNSELOR EVALUATION FORM (SUMMATIVE)
(School Counselor Must Be Evaluated Annually)

Evaluatee _____ School Year _____
Evaluator _____ Grade/Content Area _____
School _____ Employee # _____
Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Guidance Counselor Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Program Management, Research, and Evaluation										
2. Developmental Guidance Curriculum										
3. Individual/Small Group Counseling										
4. Consultation/Collaboration										
5. Coordination										
6. Assessment										
7. Adheres to Professional Standards										
8. Demonstrates Professional Leadership										
9. Engages in Professional Development										
10. Demonstrates Implementation of Technology										
OVERALL RATING										

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation _____ Evaluatee Signature _____ Date _____
_____ Disagree with this summative evaluation
(A statement may be attached)

Evaluator: _____ Evaluator Signature _____ Date _____

Employment Recommendation to Central Office: _____ Meets counselor standards for reemployment
_____ Does not meet counselor standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

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

*Any rating in the "Not Progressing" column requires the development of an Individual Corrective Action Plan.

TITLE: **Elementary, Middle School, and Secondary Principal**

QUALIFICATIONS:

1. Appropriate Kentucky Administrative Certification.
2. Degrees and experience commensurate with job description.

REPORTS TO: Principals report to Superintendent. Assistant Principals report to Principal.

SUPERVISES: Certified and classified personnel assigned full or part-time to the school.

JOB GOALS:

The principal shall have immediate charge and direction of the school and of all school programs to insure its fiscal, academic, and educational effectiveness.

GENERAL RESPONSIBILITIES:

1. Maintains an effective learning climate in the school.
2. Plan classes within established local and state guidelines in order to meet student needs.
3. Supervise programs to enhance individual student education and development.
4. Establish guidelines for proper student conduct and maintain student discipline.
5. Supervise the school's teaching process.
6. Plan, organize and direct implementation of specific school activities (as assigned by principal.)
7. Initiate, design and implement programs to meet specific needs of the school.
8. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
9. Orient newly assigned staff members and assist in their development as appropriate.
10. Interpret Board policies and administrative directives; discuss and resolve individual student instructional problems.
11. Coordinate and supervise such support services as maintenance, security, food service, recreational programs, financial and accounting services and the like.
12. Implement and supervise the school's special education program in an appropriate manner and to chair appropriate School Based Admissions and Release Committee meetings.

13. Assume leadership in the direction of the school's co-curricular and extracurricular activities.
14. Evaluate and counsel all staff members regarding their individual performance.
15. Prepare or supervise the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
16. Participate in principals' meetings and all other such meetings as are required or appropriate.
17. Prepare and submit the school's budgetary requests and monitor expenditure of funds.
18. Maintain and account for the various funds generated by student activities.
19. Cooperate with college and university officials regarding teacher training and preparation.
20. Work with appropriate Central Office administrative officers regarding the needs of the school with respect to personnel, equipment, supplies and curriculum.
21. Conduct staff meetings to keep members informed of policy changes, new programs and to implement professional development programs.
22. Keep the superintendent informed of the school's successes, activities and problems.
23. Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications and discussing problems of mutual interest with others in the field.
24. Exert leadership in the development of professional development programs for all staff members.
25. Provide for the proper supervision of pupils at all times.
26. Perform other duties as assigned by the Superintendent.
27. Have immediate charge and direction of the school as mandated under the Warren County Board of Education Policy and/or School Council.
28. Develop and maintain effective public relations with the school community.

TERMS OF EMPLOYMENT:

Salary and work year to be established by the Board of Education. Salary and supplement schedule will be as per the District's Salary Schedule.

EVALUATION:

Performance will be evaluated in accordance with the Board's policy on Evaluation of Certified Personnel.

The Superintendent will evaluate principals.

The supervising principal will evaluate assistant principals.

WCBE, Approved 6/11/01

ADMINISTRATOR STANDARDS

Standard 1: Vision

Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community members.
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
- 1.3 The core beliefs of the school vision are modeled for all stakeholders.
- 1.4 The vision is developed with and among stakeholders.
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated.
- 1.6 Progress toward the vision and mission is communicated to all stakeholders.
- 1.7 The school community is involved in school improvement efforts.
- 1.8 The vision shapes the educational programs, plans, and actions.
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 Assessment data related to student learning are used to develop the school vision and goals.
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- 1.12 Barriers to achieving the vision are identified, clarified, and addressed.
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.
- 1.14 Existing resources are used in support of the school vision and goals.
- 1.15 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

Standard 2: School Culture and Learning

Advocates, Nurtures, and Sustains a School Culture and Instructional Program Conducive to Student Learning and Staff Professional Growth.

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 2.1 All individuals are treated with fairness, dignity, and respect.
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.
- 2.3 Students and staff feel valued and important.
- 2.4 The responsibilities and contributions of each individual are acknowledged.
- 2.5 Barriers to student learning are identified, clarified, and addressed.
- 2.6 Diversity is considered in developing learning experiences.
- 2.7 Life long learning is encouraged and modeled.
- 2.8 There is a culture of high expectations for self, student, and staff performance.
- 2.9 Technologies are used in teaching and learning.
- 2.10 Student and staff accomplishments are recognized and celebrated.
- 2.11 Multiple opportunities to learn are available to all students.
- 2.12 The school is organized and aligned for success.

- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.
- 2.15 The school culture and climate are assessed on a regular basis.
- 2.16 A variety of sources of information are used to make decisions.
- 2.17 Student learning is assessed using a variety of techniques.
- 2.18 Multiple sources of information regarding performances are used by staff and students.
- 2.19 A variety of supervisory and evaluation models are employed.
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families.
- 2.21 Implement knowledge and skills acquired through on-going professional development.

Standard 3: Management

Ensures Management of the Organization, Operations, and Resources for a Safe, Efficient, and Effective Learning Environment.

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.
- 3.3 Emerging trends are recognized, studied, and applied as appropriate.
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.
- 3.7 Time is managed to maximize attainment of organizational goals.
- 3.8 Potential problems and opportunities are identified.
- 3.9 Problems are confronted and resolved in a timely manner.
- 3.10 Financial, human, and material resources are aligned to the goals of schools.
- 3.11 The school acts entrepreneurially to support continuous improvement.
- 3.12 Organizational systems are regularly monitored and modified as needed.
- 3.13 Stakeholders are involved in decisions affecting schools.
- 3.14 Responsibility is shared to maximize ownership and accountability.
- 3.15 Effective problem-framing and problem-solving skills are used.
- 3.16 Effective conflict resolution skills are used.
- 3.17 Effective group-process and consensus-building skills are used.
- 3.18 Effective communication skills are used.
- 3.19 There is effective use of technology to manage school operations.
- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.
- 3.22 Human resource functions support the attainment of school goals.
- 3.23 Confidentiality and privacy of school records are maintained.

Standard 4: Collaboration**Collaborates with Families and Community Members, Responding to Diverse Community Interests and Needs, and Mobilizes Community Resources.**

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 4.1 High visibility, active involvement, and communication with the larger community is a priority.
- 4.2 Relationships with community leaders are identified and nurtured.
- 4.3 Information about family and community concerns, expectations, and needs is used regularly.
- 4.4 There is outreach to different business, religious, political, and service agencies and organizations.
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict.
- 4.6 The school and community serve one another as resources.
- 4.7 Available community resources are secured to help the school solve problems and achieve goals.
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
- 4.9 Community youth family services are integrated with school programs.
- 4.10 Community stakeholders are treated equitably.
- 4.11 Diversity is recognized and valued.
- 4.12 Effective media relations are developed and maintained.
- 4.13 A comprehensive program of community relations is established.
- 4.14 Public resources and funds are used appropriately and wisely.
- 4.15 Community collaboration is modeled for staff.
- 4.16 Opportunities for staff to develop collaborative skills are provided.

Standard 5: Integrity, Fairness, and Ethics**Acts with Integrity, Fairness, and in an Ethical Manner.**

PERFORMANCES: The administrator:

- 5.1 Examines personal and professional values.
- 5.2 Demonstrates a personal and professional code of ethics.
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- 5.4 Serves as a role model.
- 5.5 Accepts responsibility for school operations.
- 5.6 Considers the impact of one's administrative practices on others.
- 5.7 Uses the influence of the office to enhance the educational program rather than for personal gain.
- 5.8 Treats people fairly, equitably, and with dignity and respect.
- 5.9 Protects the rights and confidentiality of students and staff.
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community.
- 5.11 Recognizes and respects the legitimate authority of others.
- 5.12 Examines and considers the prevailing values of the diverse school community.
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- 5.14 Opens the school to public scrutiny.
- 5.15 Fulfills legal and contractual obligations.
- 5.16 Applies laws and procedures fairly, wisely, and considerately.

Standard 6: Political, Economic, And Legal

Understands, Responds to, and Influences the Larger Political, Social, Economic, Legal and Cultural Context.

PERFORMANCES: The administrator facilitates processes and engages in activities ensuring that:

- 6.1 The environment in which schools operate is influenced on behalf of students and their families.
- 6.2 Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- 6.3 There is ongoing dialogue with representatives of diverse community groups.
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- 6.5 Public policy is shaped to provide quality education for students.
- 6.6 Lines of communication are developed with decision-makers outside the school community.

WARREN COUNTY SCHOOLS
ADMINISTRATOR EVALUATION FORM (FORMATIVE)
(Administrators Must Be Evaluated Annually)

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

School/Work Site _____ **Employee #** _____

Date of Conference _____

Standards for Administrators	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Vision: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.										
2. School Culture and Learning: Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.										
3. Management: Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.										
4. Collaboration: Collaborates with families and community members, responding to diverse community interests and needs, and mobilizes community resources.										
5. Integrity, Fairness, Ethics: Acts with integrity, fairness, and in an ethical manner.										
6. Political, Economic, Legal: Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.										

Evaluatee's Comments:

Evaluator's Comments:

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

 Evaluatee Signature Date Evaluator Signature Date

WARREN COUNTY SCHOOLS
ADMINISTRATOR EVALUATION FORM (SUMMATIVE)
 (Administrators Must Be Evaluated Annually)

Evaluatee _____ **Position** _____
Evaluator _____ **Position** _____
School/Work Site _____ **Employee #** _____
Date(s) of Observation(s) **1st** _____ **2nd** _____ **3rd** _____ **4th** _____
Date(s) of Conference(s) **1st** _____ **2nd** _____ **3rd** _____ **4th** _____

Administrator Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Vision										
2. School Culture and Learning										
3. Management										
4. Collaboration										
5. Integrity, Fairness, Ethics										
6. Political, Economic, Legal										
OVERALL RATING										

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) below: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: _____ Agree with this summative evaluation _____ Evaluatee Signature _____ Date
 _____ Disagree with this summative evaluation
 (A statement may be attached)
Evaluator: _____ Evaluator Signature _____ Date
Employment Recommendation to Central Office: _____ Meets administrator standards for reemployment
 _____ Does not meet administrator standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

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

*Any rating in the "Not Progressing" column requires the development of an Individual Corrective Action Plan.

Warren County Public Schools
School Year:_____

Individual Development Plan

Employee Name:_____ **Employee #:**_____

School Name:_____ **Supervisors Name:**_____

Job Title:_____ **Years in WCPS:**_____

Performance Area:

Goal (s):

Activity	Timeline	Evaluation Evidence

The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file. An additional copy should be submitted to your Supervisor.

Employee's
Signature:_____

Supervisor's
Signature:_____

Date:_____

EMPLOYEE DISCIPLINARY NOTICE FORM

Employee's Name

Job Title/Position

Department/School

Date of Infraction

Date & Time of Notice to Employee

NATURE OF INFRACTION

(Check/Complete as Applicable)

Comments

_____ Attendance

_____ Safety

_____ Department/School Rules

_____ Conduct

_____ Work Performance

_____ Other (specify)

=====

_____ Violation of Personnel
Policies for Certified

_____ Section Number(s)

DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED

RECORD SECTION

Has employee been warned before about this offense? Yes____ No____

If yes, how and when? Oral____ Written____ Date(s)_____

Signature of Administrator/Principal

Signature of Supervisor/Witness

Signature of Employee Acknowledging Receipt of Notice

Employee Signature

Date

Acknowledged by Personnel Director

Date

Distribution:

White Copy – Personnel

Yellow Copy – Employee

Pink Copy – Principal/Supervisor

Name _____ **Date** _____
Title _____ **Work Site** _____

(Attach more pages if necessary)

INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:

Evaluator's Signature	Date
-----------------------	------

Evaluator's Signature
Date

INITIALS

(Attach more pages if necessary)

GRIEVANCE PROCEDURE

This policy is designed to provide employees with an opportunity to present their work-related complaints through a grievance procedure. An appropriate dispute is an employee's expressed dissatisfaction concerning an interpretation or application of a work-related policy or procedure that directly affects the employee filing the grievance.

The grievance procedure is the exclusive remedy for employees with appropriate complaints. As used in this policy, the term "timely fashion" means five (5) working days unless extended by the Superintendent.

The grievance procedure has a maximum of three (3) steps, unless the complaint involves a matter, which can be appealed to the Board as described here in below, but disputes may be resolved at any step in the process. Disputes will be processed until the employee is satisfied, does not file an appeal in a timely fashion, or exhausts the right to appeal under this policy. The decision becomes final whenever an employee does not file an appeal in a timely fashion or when a decision is made in the final step and the right of appeal no longer exists under this policy.

Employees who feel they have an appropriate dispute should proceed as follows:

A. Step 1 - File a complaint within five (5) working days of the occurrence on which the complaint is based on a written form provided for this purpose with the employee's Designated Administrator. If the dispute involves the Designated Administrator, then the employee may proceed directly to Step 2. The Designated Administrator will investigate the complaint, attempt to resolve it, and if unresolved, provide a written decision to the employee within ten (10) calendar days of receipt of the complaint.

B. Step 2 - Appeal the decision to the Assistant Superintendent for Instructional Services if the employee is not satisfied with the Designated Administrator's decision, or file the initial complaint with the Assistant Superintendent for Instructional Services if Step 1 has been bypassed. This appeal or initial complaint filing must be made in a timely fashion using a written form provided for this purpose, and if an appeal, the initial complaint and the Designated Administrator's response to the initial complaint must be attached thereto. If an appeal, the Assistant Superintendent for Instructional Services may request the Designated Administrator to provide a written response to the appeal. The Assistant Superintendent for Instructional Services will review the written documentation and may otherwise investigate the complaint and provide a written decision to the employee within ten (10) calendar days of receipt of the initial complaint.

C. Step 3 - Appeal the decision to the Superintendent, if the employee is dissatisfied with the Assistant Superintendent for Instructional Services' decision, on a written form provided for this purpose, with all previous written documentation involving the

complaint attached thereto. The Superintendent may request that the Assistant Superintendent for Instructional Services to submit a written response to the appeal. The Superintendent will review the documentation and may otherwise investigate the complaint, and provide a written decision to the employee within twenty (20) calendar days of receipt of the appeal, which decision will be final unless an appeal can be made to the Board under Step 4.

D. Step 4 - The Board will not consider any appeal of any work-related complaint concerning personnel actions unless the issue of the complaint concerns constitutional, statutory, regulatory or policy application. If the appeal is a proper subject for consideration by the Board and the employee is not satisfied with the decision of the Superintendent, the employee may appeal the decision of the Superintendent to the Board in a timely fashion using a written form provided for this purpose, with all previous written documentation involving the complaint attached thereto. The Board will review the documentation and may otherwise investigate the complaint and provide a written decision within thirty (30) calendar days which decision will be final.

"Designated Administrator" as used in this policy shall mean:

- (1) The school principal for all employees working at a particular school, except for food service employees.
- (2) The director of maintenance for all employees working in the maintenance department.
- (3) The director of transportation for all employees working in the transportation department.
- (4) The director of food services for all employees working in food services.
- (5) The Assistant Superintendent for Instructional Services for all employees employed in the central office.

The Superintendent and/or the Board may refuse to consider any complaint or appeal, which the Superintendent or the Board determines, is not a proper subject for dispute resolution under this policy.

The complaint filed by an employee must include the name of the employee, the position of the employee, the date of the occurrence on which the complaint is based, the date the complaint was filed with the Designated Administrator, the particular Board policy or procedure upon which the complaint is based, including, but not limited to, the text of the policy or procedure, the identifying number of the policy or procedure, the publication in which the policy or procedure is located, i.e., policies of the Warren County Board of Education, Personnel Policies for Certified Staff, etc. and a detailed description of the events, occurrences, actions or inactions upon which the complaint is based, including, but not limited to names, dates, persons involved, and description of events.

**GRIEVANCE PROCEDURE INITIATION
FORM #1**

Instructions: This form is to be used by any employee filing a grievance under the provisions of Warren County Board of Education's Policy #3.26. It should be noted by the employee completing this form, that it is essential that it be completed in its entirety with all requested information listed. If you have questions regarding this form or the grievance process, contact your immediate supervisor or the Assistant Superintendent for Instructional Services.

Name

Job Title

Home Address

Building(s) Assignment

Immediate Supervisor

Explanation of Grievance: It is essential that the following information be provided in detail concerning the circumstances that resulted in the filing of this grievance. Information must include:

Date of occurrence on which grievance is based.

The particular board policy or procedure upon which the grievance is based including, but not limited to, the complete text of the policy, the identifying number of the policy or procedure, and the publication in which the policy or procedure is located. (Use additional sheet and attach if necessary.) A detailed description of the events, occurrences, actions or inaction upon which the grievance is based including, but not limited to names, dates, persons involved and a description of events. (Use additional sheet and attach if necessary.)

Requested Results: What results are you seeking from the filing of this grievance?

Immediate Supervisor or Assistant Superintendent for Instructional Services Response:
(Use additional sheet and attach if necessary)

Signature of Person Filing Grievance

Date

Signature of Supervisor Receiving Grievance

Date Filed

**GRIEVANCE APPEAL
FORM #2**

Instructions: This form is to be used, if the initial grievance filed has not been satisfactorily resolved, by the immediate supervisor or the Superintendent. This form should be used for Step 2 or 3. It is essential that all requested information be included. You should attach all previous forms and communications related to Grievance Initiation - Form #1. (Use additional sheet and attach if necessary.) If you have questions regarding this form or the grievance process, contact your immediate supervisor or the Assistant Superintendent for Instructional Services.

Name

Job Title

Home Address

Building(s) Assignment

Immediate Supervisor

Basis for Appeal: State specifically and in detail the basis for this appeal paying particular attention to those policies or procedures that were identified by you on Grievance Form #1. You should include in your appeal the basis for your belief that the interpretation in resolving Form #1 disregarded an act or acts that are in violations of Board approved policies and/or procedures.

Response: (To be completed by designated administrator. Use additional sheet and attach if necessary.)

Signature of Person Filing Appeal

Date

Signature of Supervisor Receiving Appeal

Date Filed

**AS REQUIRED BY KRS 156.101 (11)
AND 704 KAR 3:345 (3)**

INTRODUCTION

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel, which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

LENGTH OF TERM

The length of term for Appeals Panel members shall be one year except for 1986-87. The beginning date shall be July 1 and the ending date shall be June 30 except for the 1986-87 school year when the term will be thirteen months beginning June 1, 1986 and ending June 30, 1987. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

ELECTION OF APPEALS PANEL MEMBERS

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 1987 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

PROCEDURES FOR APPEAL AND TIMELINES

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 calendar days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well.

The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

Certified Personnel
Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

You received date summative evaluation on: _____

Date Appeal received by Panel: _____

Employee's Name: _____ Social Security # _____

Home Address _____

Title _____ Building _____ Grade or Department _____

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

Name of evaluator: _____

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal 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 will appear before the Panel if requested.

Please check one: I desire a hearing before the Appeals Panel ☐

I do not desire a hearing before the Appeal Panel ☐

Employee's Signature

Date

EVALUATION APPEALS PANEL MEMBERS

FOR 2013-2014

Lori Foust.....Panel Member
Brenda Stokes.....Panel Member
Kim Coomer.....1st Alternate
Pat Stewart.....Board Appointed
Cindy Beals.....Alternate Board Appointed