**TEACHER PERFORMANCE EVALUATION**

The work performance of all non‑tenured teachers is to be evaluated by appropriate administrative personnel according to the instructions below and the requirements of the JCBE‑JCTA Agreement. The work performance of all tenured teachers is to be evaluated at least every three years. The major purposes of the evaluation process are recognition and improvement of job performance.

**General Instructions for Teacher Evaluation When Significant Deficiencies Noted**

Both tenured and non-tenured teachers are documented using Form D:

* Each tenured teacher is to be evaluated at least once every three years using the
* Comprehensive Teacher Performance Evaluation (Form D) including when significant
* deficiencies in teacher work performance are observed.
* Each non-tenured contract teacher is to be evaluated annually using the
* Comprehensive Teacher Performance Evaluation (Form D).
* No later than the end of the first month of each year,a pre‑observation conference is to be held with each teacher to discuss job expectations and applicable evaluation criteria, forms, and procedures. This requirement may be satisfied in either a group format (faculty/team meeting) or in an individual conference format. An individual pre‑observation conference is to be summarized on a Formative Evaluation Form E‑2. A meeting agenda which includes a notation regarding discussion of Teacher Evaluation will satisfy documentation of a group format.
* All monitoring or observation of work performance of a teacher is to be conducted openly and with the full knowledge of the teacher.
* The teacher is to be notified in advance of the time and date of one (1) observation for evaluative purposes.
* Observations by the evaluator are required prior to the summative evaluation of a teacher's work performance.
* In a conference held to discuss an observation, the evaluator is to acknowledge both the strengths as well as the deficiencies of the teacher and is to note all data used to support the conclusions reached.
* The evaluator is to provide/suggest materials, staff resources, and ideas designed to assist the teacher to improve and is to make a fair and objective effort to determine whether deficiencies have been corrected.
* When significant deficiencies (those which could be grounds for the non‑renewal or termination of a teacher's contract) in work performance are observed, the General Instructions are to be followed, and the appropriate department head and the Director of Employee Relations are to be consulted and copies of Form E‑1 submitted for review before being given to the teacher, a conference is to be held with the teacher, the teacher is to be notified in writing (Form E‑1) that deficiencies have been observed requiring the completion of a Comprehensive Teacher Performance Evaluation, the deficiencies are to be identified and discussed, professional staff services and/or materials which the teacher may use to help correct the deficiencies are to be identified, and a staff person who will not evaluate the teacher is to be identified from whom the teacher may seek advice.
* Evaluations of teachers observed to have significant deficiencies in work performance are to be conducted in such a manner as to allow a reasonable amount of time for deficiencies to be corrected prior to completion of the Comprehensive Teacher Performance Evaluation Form D (submitted for review prior to being issued to the teacher).
* Observations of teachers identified as having significant deficiencies in work performance are to be: conducted for a minimum of four (4), thirty (30) ‑minute periods of time during which the teacher is performing job responsibilities,
* conducted over a twelve (12) ‑week period (60 worked days) beginning with the date of the notification, and followed within five (5) days of each observation by a conference with both the observation and conference to be summarized in writing (Form E‑2).
* When significant deficiencies in work performance are recurring but do not lend themselves to a thirty (30)‑minute observation, the teacher is to be notified in writing (Form E‑1) of the deficiency with a timeline established of no longer than forty‑five (45) worked days for correcting the deficiency, periodic conferences held and summarized (Form E‑2), professional staff and/or materials identified, and a Comprehensive Teacher Performance Evaluation (Form D) completed.
* All summative evaluations are to be in narrative style.
* A conference is to be held to discuss the summative evaluation when it is received by the teacher, focusing on strengths and areas needing improvement.
* The teacher may request observations by another teacher trained in the teacher’s content area or by a curriculum content specialist. The selection of the observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluate. The teacher who exercises this option must 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 the evaluate have not agreed upon the selection of the observer within five (5) working days of the teacher’s written request, the evaluator shall select the third-party observer.
* Notifications of deficiencies, E‑2 conference summaries, and performance evaluation forms are to be completed in triplicate with one (1) form retained by the evaluator, one (1) form provided to the teacher, and one (1) form for inclusion in the teacher's personnel file forwarded first to the appropriate department head for review.
* When failure to satisfactorily correct deficiencies lead to a recommendation for termination or non‑renewal of a teacher's contract, the Professional Growth Plan section shall be marked "not applicable" since the deficiency has not been corrected satisfactorily.
* When significant improvement of noted deficiencies is observed, the Professional Growth Plan section is to be marked appropriately.

**STANDARD 1: DEMONSTRATES PROFESSIONAL LEADERSHIP**

* Builds positive relationships within and between school and community.
* Promotes leadership potential in colleagues.
* Participates in professional organizations and activities.
* Writes and speaks effectively.
* Contributes to the professional knowledge and expertise about teaching and learning.
* Guides the development of curriculum and instructional materials.
* Participates in policy design and development at the local school, within professional organizations and/or within community organizations with educationally related activities.
* Initiates and develops educational projects and programs.
* Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

**STANDARD 2: DEMONSTRATES KNOWLEDGE OF CONTENT**

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

**STANDARD 3: DESIGNS AND PLANS INSTRUCTION**

* Focuses instruction on one or more of Kentucky’s learning goals and academic
* expectations.
* Develops instruction that requires students to apply knowledge, skills, and thinking processes.
* Integrates skills, thinking processes, and content across disciplines.
* Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
* Creates and uses learning experiences that are developmentally appropriate for learners.
* Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.
* Arranges the physical classroom to support the types of teaching and learning that are to occur.
* Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
* Develops and implements appropriate assessment processes.
* Secures and uses a variety of appropriate school and community resources to support learning.
* Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
* Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

**STANDARD 4: CREATES AND MAINTAINS LEARNING CLIMATE**

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

 **STANDARD 5: IMPLEMENTS AND MANAGES INSTRUCTION**

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

**STANDARD 6: ASSESSES AND COMMUNICATES**

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

**STANDARD 7: REFLECTS/EVALUATES TEACHING/LEARNING**

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

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

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

**STANDARD 9: ENGAGES IN PROFESSIONAL DEVELOPMENT**

* Establishes priorities for professional growth.
* Analyzes student performance to help identify professional development needs.
* development plans.
* Applies to instruction the knowledge, skills, and processes acquired through professional development.
* Modifies own professional development plan to improve instructional performance and to promote student learning.

**STANDARD 10: PERFORMS PROFESSIONAL RESPONSIBILITIES AND DUTIES**

* Performs professional responsibilities and duties as outlined in the job description.
* Includes regular attendance and punctuality in the performance of professional responsibilities and duties.
* Adheres to the professional code of ethics for Kentucky school certified personnel as outlined in 704 KAR 20:680.