

Candidate Last Name	Term	2010-2013 Year	Mentor	School Name
Chesnut	Spring	2010	Ben East	Sand Rock School
Fordham	Spring	2010	Gregory Foster	Handley High School
Garrett	Spring	2010	Jena Jones	Childersburg Middle School
Gooden	Spring	2010	Judi Clark	Stemley Road Elementary
Grogam	Summer	2011	Shane Byrd	Fort Payne Middle School
Lange	Summer	2011	Lynwood Hawkins	Anniston Middle School
Dean	Summer	2011	Kenneth Gover	Coldwater Elementary School
Edwards	Summer	2011	Jody Whaley	Saks High School
Gailand	Summer	2011	Shelton Cobb	Oxford High School
McDaniel	Summer	2011	Erica Clark	Jacksonville High School
Salam	Summer	2011	Joseph Bowland	Hellgrave High School
Strickland	Summer	2011	Jadson Warlick	Munford High School
Troup	Summer	2011	Kim Vivianco	Oxford City Schools
Ellis	Fall	2011	Jena Jones	Childersburg Middle School
Allison	Fall	2011	Joe Dyar	Weaver High School
Ford	Fall	2011	Brandi Gregory	Buchanan Elementary School
Stapler	Fall	2011	Jimmy Scott	Cotaco Middle School
Walker	Fall	2011	Esmie Gaynor	Therrel High School
Cleveland	Fall	2011	Denise Martin	Cleveland High School
Crump	Fall	2011	Tammy Culbertson	Randolph County High School
Ott	Fall	2011	David Upton	Crossville High School
Alred	Fall	2011	Dr. Judi Renshaw	Harpst Academy
Dothard	Spring	2012	Joe Dyan	White Plains Elementary School
Higginbotham	Spring	2012	Mike Shipp	Arab Middle School
Moten	Spring	2012	Charles Gregory	Anniston High School
Travis	Spring	2012	Joe Dyer	Central Office

Windham	Spring	2012	Michael Turner	Leeds High School
Chambers	Spring	2012	A. Jones	Collinsville High School
Collum	Spring	2012	Mary Washington	Cleburn County Schools
Jones	Spring	2012	Amy Price	Asbury High School
Smith	Spring	2012	Judson Warlick	Munford High School
Rosier	Spring	2012	Joe Dyan	White Plains Elementary School
Tyler	Spring	2012	Kevin Dukes	Skyline High School
Bean	Fall	2012	Doug O'Dell	Walter Wellborn Elementry School
Major	Fall	2012	Joslyn Reddick	Selma City Schools
Blair	Spring	2013	Jena Jones	Childersburg Middle School
Copser	Spring	2013	Jena Jones	Childersburg Middle School
Ezekiel	Spring	2013	Jena Jones	Childersburg Middle School
Graham	Spring	2013	Rhonda Lee	Charles R. Drew Middle School
Lambert	Spring	2013	Emily Burke	Cleburne County Middle Schol
Russell	Spring	2013	Loretta Brown	Weaver Elementary School
Day	Spring	2013	Westley King	Sylvania School
Brewer	Spring	2013	Khristie Goodwin	Oxford City Schools
Lee	Summer	2013	Keith Blackwell	Gadsden City High Schoos
Jackson	Summer	2013	Lynwood Hawkins	Anniston Middle School
Thomas	Summer	2013	Albert Soles	Davis Middle School
Nolin	Summer	2013	Bruce Dean	Southside Middle School
Harding	Summer	2013	Shane Small	Earnest Pruett Center of Technology
Holland	Summer	2013	Chris Pullen	Susan Moore School
Wagener	Summer	2013	Rhonda Wheeler	Rosalie K-8 Elementary School
Landers	Summer	2013	Kyle McCartney	Oxford Middle School
Ray	Summer	2013	Courtney Wilborn	White Plains Middle School
Bell	Summer	2013	Fran Groover	Fairfax Elementary School/JSU

	1	2	3	4
Date of Evaluation	Standard 1- Planning for continuous improvement: Lead and motivate staff, students, and families to achieve school's vision.	Standard 1- Planning for continuous improvement: Work with faculty to identify instructional and curricular needs that align with vision and resources.	Standard 1- Planning for continuous improvement- Interact with the community concerning the school's vision, mission, and priorities	Standard 1- Planning for continuous improvement- Work with staff and others to establish and accomplish goals.
12/6/2010	Target	Target	Target	Target
12/6/2010	Target	Target	Target	Target
12/6/2010	Target	Target	Target	Target
12/6/2010	Proficient	Proficient	Proficient	Proficient
4/12/2011	Proficient	Proficient	Proficient	Basic
4/12/2011	Basic	Poor	Poor	Basic
7/20/2011	Proficient	Proficient	Proficient	Proficient
7/20/2011	Target	Target	Target	Target
7/20/2011	Target	Target	Target	Target
7/20/2011	Basic	Basic	Basic	Basic
7/20/2011	Basic	Basic	Proficient	Basic
7/20/2011	Target	Target	Target	Target
7/20/2011	Proficient	Proficient	Target	Target
12/6/2011	Target	Target	Target	Target
12/6/2011	Target	Target	Target	Target
12/6/2011	Target	Target	Target	Target
11/28/2011	Target	Proficient	Proficient	Target
11/28/2011	Proficient	Proficient	Target	Proficient
11/28/2011	Proficient	Proficient	Proficient	Proficient
12/9/2011	Target	Target	Target	Target
4/9/2012	Proficient	Proficient	Proficient	Proficient
4/9/2012	Target	Target	Target	Target
4/9/2012	Proficient	Proficient	Proficient	Proficient
4/9/2012	Target	Target	Target	Target

6/9/2012	Target	Target	Target	Target
4/26/2012	Target	Target	Target	Target
6/9/2012	Target	Target	Target	Target
4/26/2012	Target	Target	Target	Target
4/9/2012	Basic	Basic	Basic	Basic
4/26/2012	Target	Target	Target	Target
4/26/2012	Target	Target	Target	Target
11/28/2012	Target	Target	Target	Target
11/28/2012	Proficient	Proficient	Proficient	Proficient
4/2/2013	Proficient	Proficient	Proficient	Proficient
4/2/2013	Target	Target	Target	Target
4/2/2013	Target	Target	Target	Target
4/2/2013	Proficient	Proficient	Proficient	Proficient
4/2/2013	Proficient	Proficient	Proficient	Proficient
4/2/2013	Target	Target	Target	Target
4/2/2013	Proficient	Proficient	Proficient	Proficient
6/23/2013	Target	Target	Target	Target
7/23/2013	Target	Target	Target	Target
7/23/2013	Basic	Basic	Basic	Basic
7/23/2013	Target	Target	Target	Target
7/23/2013	Proficient	Target	Proficient	Proficient
7/23/2013	Proficient	Proficient	Proficient	Proficient
7/23/2013	Proficient	Proficient	Proficient	Proficient
7/23/2013	Basic	Basic	Basic	Basic
7/22/2013	Target	Target	Target	Target
7/73/2013	Target	Target	Target	Target
7/23/2013	Target	Target	Target	Target

5	6	7	8
Standard 1- Planning for continuous improvement-Relate the vision, mission, and goals to the instructional needs of students.	Standard 1- Planning for continuous improvement-Use goals to manage activities.	Standard 1- Planning for continuous improvement-Use a variety of problem-solving techniques and decision-making skills to resolve problems.	Standard 1- Planning for continuous improvement-Delegate tasks clearly and appropriately to accomplish organizational goals.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Target	Proficient	Proficient
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Target	Proficient	Proficient
Proficient	Target	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target

Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Target	Target	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

9	10	11	12
Standard 1- Planning for continuous improvement-Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-	Standard 1- Planning for continuous improvement-Use a process for gathering information to use when making decisions.	Standard 1- Planning for continuous improvement-Use multiple sources of data to manage the accountability process.	Standard 1- Planning for continuous improvement-Assess student progress using a variety of techniques and information.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Proficient	Proficient	Proficient
Proficient	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target

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Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

13	14	15	1	2
Standard 1- Planning for continuous improvement- Monitor and assess instructional programs, activities, and materials.	Standard 1- Planning for continuous improvement-Use diagnostic tools to assess, identify, and apply instructional improvement.	Standard 1- Planning for continuous improvement-Use external resources as sources for ideas for improving student achievement.	Standard 2- Teaching and Learning - Use multiple sources of data to plan and assess instructional improvement.	Standard 2- Teaching and Learning - Engage staff in ongoing study and implementation of research-based practices.
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Proficient	Proficient
Proficient	Basic	Basic	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Target	Target	Target	Target
Target	Target	Proficient	Proficient	Target
Proficient	Proficient	Proficient	Proficient	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target

Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
Proficient	Target	Proficient	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target

3	4	5	6	7
Standard 2- Teaching and Learning - Use the latest research, applied theory, and best practices to make curricular and instructional decisions.	Standard 2- Teaching and Learning - Communicate high expectations and standards for the academic and social development of students.	Standard 2- Teaching and Learning - Ensure that content and instruction are aligned with high standards resulting in improved student achievement.	Standard 2- Teaching and Learning - Coach staff and teachers on the evaluation of student performance.	Standard 2- Teaching and Learning -Identify differentiated instructional strategies to meet the needs of a variety of student populations.
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Basic	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Target
Target	Target	Target	Target	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Target	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Target	Target
Target	Target	Target	Target	Target

Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Proficient
Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Proficient	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target

8	9	10	11	12
Standard 2- Teaching and Learning - Develop curriculum aligned to state standards.	Standard 2- Teaching and Learning - Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.	Standard 2- Teaching and Learning - Use multiple sources of data to manage the accountability process.	Standard 2- Teaching and Learning - Assess student progress using a variety of formal and informal assessments.	Standard 2- Teaching and Learning - Monitor and assess instructional programs, activities, and materials.
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
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Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
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Proficient	Proficient	Target	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
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Proficient	Target	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Target	Target	Target	Target
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Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
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Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Proficient	Target	Target	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target

13	1	2	3
Standard 2- Teaching and Learning - Use the methods and principles of program evaluation in the school improvement process.	Standard 3- Human Resources Development - Coach staff and teachers on the evaluation of student performance.	Standard 3- Human Resources Development - Work collaboratively with teachers to plan for individual professional development.	Standard 3- Human Resources Development -Use a variety of supervisory models to improve teaching and learning.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Basic	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Proficient	Basic	Basic	Basic
Target	Target	Target	Target
Target	Proficient	Proficient	Proficient
Target	Target	Target	Target
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Target	Target	Target	Target
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Target	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Target	Proficient
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Proficient	Proficient	Proficient	Proficient
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Target	Target	Target	Target
Target	Proficient	Target	Proficient
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Proficient	Proficient	Target
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Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

4	5	6	7
Standard 3- Human Resources Development - Apply adult learning strategies to professional development.	Standard 3- Human Resources Development - Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support	Standard 3- Human Resources Development - Manage, monitor, and evaluate a program of continuous professional development tied to student learning and	Standard 3- Human Resources Development - Provide high-quality professional development activities to ensure that teachers have skills to engage all
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
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Target	Target	Target	Target
Proficient	Target	Target	Target
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Proficient	Target	Target	Target
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Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Target	Target	Target	Target
Proficient	Proficient	Proficient	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Proficient	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

8	9	10	11
Standard 3- Human Resources Development - Provide opportunities for teachers to reflect, plan, and work collaboratively.	Standard 3-Create a community of learners among faculty and staff.	Standard 3- Human Resources Development - Create a personal professional development plan for his/her own continuous improvement.	Standard 3- Human Resources Development - Foster development of aspiring leaders, including teacher leaders.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
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Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target

Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Target	Target
Target	Target	Target	Target
Target	Target	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
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Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Target	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
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Target	Target	Target	Target

1	2	3	4
Standard 4- Diversity - Conform to legal and ethical standards related to diversity.	Standard 4- Diversity - Perceive the needs and concerns of others and is able to deal tactfully with them.	Standard 4- Diversity - Arrange for students and families whose home language is not English to engage in school activities and communication through	Standard 4- Diversity - Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Proficient	Basic	Basic
Target	Proficient	Proficient	Target
Proficient	Proficient	Proficient	Proficient
Target	Proficient	Basic	Basic
Target	Target	Target	Proficient
Target	Proficient	Basic	Basic
Target	Proficient	Proficient	Proficient
Target	Proficient	Proficient	Proficient
Target	Target	Target	Target
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Target	Target	Target	Target
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Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Proficient	Proficient
Target	Target	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Proficient	Proficient
Target	Proficient	Basic	Basic
Target	Proficient	Proficient	Proficient
Target	Basic	Basic	Basic

Proficient	Proficient	Target	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

5	6	7	8
Standard 4- Diversity - Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Standard 4- Diversity - Conform to legal and ethical standards related to diversity.	Standard 4- Diversity - Perceive the needs and concerns of others and is able to deal tactfully with them.	Standard 4-Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Target	Proficient	Target
Target	Target	Target	Target
Proficient	Target	Proficient	Target
Basic	Target	Proficient	Target
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Proficient	Basic

Target	Proficient	Proficient	Target
Target	Target	Target	Target
Target	Target	Proficient	Target
Target	Target	Target	Target
Basic	Basic	Proficient	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Target	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

9	10	1	2	3
Standard 4-Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Standard 4-Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Standard 5 - Community and Stakeholder Relationships - Address student and family conditions affecting learning.	Standard 5 - Community and Stakeholder Relationships - Identify community leaders and their relationships to school goals and programs.	Standard 5 - Community and Stakeholder Relationships - Communicate the school's vision, mission, and priorities to the community.
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Proficient	Proficient	Proficient
Proficient	Proficient	Target	Target	Target
Basic	Basic	Target	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Target	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Target	Proficient	Proficient
Proficient	Target	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Target	Proficient	Proficient	Proficient
Proficient	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Proficient	Target	Target	Target

Proficient	Proficient	Target	Target	Target
Target	Target	Target	Target	Target
Target	Proficient	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Proficient	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Proficient	Proficient	Target	Proficient	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target

4	5	6	7
Standard 5 - Community and Stakeholder Relationships - Share leadership and decision-making with others by gathering input.	Standard 5 - Community and Stakeholder Relationships - Seek resources of families, business, and community members in support of the school's goals.	Standard 5 - Community and Stakeholder Relationships - Develop partnerships, coalitions, and networks to impact student achievement.	Standard 5 - Community and Stakeholder Relationships - Actively engage the community to share responsibility for student and school success.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Target	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Proficient	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Proficient	Target
Proficient	Proficient	Proficient	Target
Target	Target	Target	Target

Target	Target	Proficient	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

8	9	1	2
Standard 5 - Community and Stakeholder Relationships - Involve family and community in appropriate policy implementation, program planning, and	Standard 5 - Community and Stakeholder Relationships - Serve as primary school spokesperson in the community.	Standard 6- Technology - Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and	Standard 6- Technology - Develop a plan for technology integration for the school community.
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Basic	Basic
Target	Target	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Basic	Basic
Proficient	Basic	Basic	Basic
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Basic	Basic
Target	Target	Proficient	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Target	Proficient	Basic
Proficient	Proficient	Proficient	Basic
Target	Target	Target	Proficient
Proficient	Proficient	Proficient	Basic
Target	Target	Target	Target
Proficient	Proficient	Basic	Basic
Target	Target	Target	Target

Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Target	Target	Target	Target
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Target	Target	Target	Target
Target	Target	Target	Target

3	4	5	6	7
Standard 6- Technology - Model the use of technology for personal and professional productivity.	Standard 6- Technology - Develop an effective teacher professional development plan to increase technology usage to support curriculum-based	Standard 6- Technology - Promote the effective integration of technology throughout the teaching and learning environment.	Standard 6- Technology - Provide support for teachers to increase the use of technology already in the school/classrooms.	Standard 6- Technology - Use technology to support the analysis and use of student assessment data.
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Basic	Basic	Proficient	Basic	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Basic	Proficient	Proficient
Basic	Basic	Basic	Proficient	Basic
Proficient	Basic	Basic	Basic	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Target	Target	Target
Proficient	Basic	Proficient	Proficient	Proficient
Proficient	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Target
Basic	Basic	Basic	Basic	Proficient
Target	Target	Target	Target	Target
Basic	Target	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target
Target	Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target	Target

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Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Basic	Basic	Basic	Proficient	Basic
Target	Target	Proficient	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient	Proficient
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Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
Target	Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic	Basic
Target	Target	Target	Target	Target
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6	7	8	9
Standard 7- Management of the Learning Organization - Apply operational plans and processes to accomplish strategic goals.	Standard 7- Management of the Learning Organization - Attend to student learning goals in the daily operation of the school.	Standard 7- Management of the Learning Organization - Identify and organize resources to achieve curricular and instructional goals.	Standard 7- Management of the Learning Organization - Develop techniques and organizational skills necessary to lead/manage a complex
Target	Target	Target	Target
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Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Basic	Basic	Basic	Basic
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
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Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Target	Target	Target	Target
Proficient	Proficient	Proficient	Proficient
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Basic	Basic	Basic	Basic
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Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Proficient	Proficient
Basic	Basic	Basic	Basic
Target	Target	Target	Target
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10	11	8	9	10
Standard 7- Management of the Learning Organization - Plan and schedule one's own and others' work so that resources are used appropriately in meeting	Standard 7- Management of the Learning Organization - Use goals to manage activities.	Standard 8- Ethics - Adhere to a professional code of ethics and values	Standard 8- Ethics - Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.	Standard 8- Ethics - Develop well-reasoned educational beliefs based upon an understanding of teaching and learning
Target	Target	Target	Target	Target
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Proficient	Proficient	Target	Target	Target
Basic	Basic	Target	Target	Target
Proficient	Proficient	Target	Target	Target
Proficient	Proficient	Target	Target	Target
Proficient	Proficient	Target	Target	Target
Proficient	Proficient	Target	Target	Target
Basic	Basic	Target	Target	Target
Basic	Basic	Target	Target	Target
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Proficient	Proficient	Target	Target	Target
Target	Target	Target	Target	Target
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Proficient	Target	Target	Target	Target
Proficient	Proficient	Target	Proficient	Proficient
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Proficient	Proficient	Target	Proficient	Proficient
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Proficient	Proficient	Target	Target	Target
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Basic	Basic	Target	Target	Target
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Target	Target	Target	Target	Target
Proficient	Proficient	Target	Target	Target
Proficient	Proficient	Target	Target	Target
Basic	Basic	Target	Target	Target
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11	12	13	14
Standard 8- Ethics - Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people.	Standard 8- Ethics - Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.	Standard 8- Ethics - Knowledge to understand ethical and legal concerns educators face when using technology throughout the teaching and learning	Standard 8- Ethics - Ability to make decisions within an ethical context.
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Candidate Last Name	Term	2010-2013 Year	Mentor	School Name
Gregory	Fall	2010	George Jordan	Anniston High School
Gregory	Fall	2010	Jacqueline Patterson	Munford Middle School
Jordan	Fall	2010	Tony Dowdy	Duran Jr. High School
Kimber	Fall	2010	Vinson Denson	Salem Middle School
Robinson	Fall	2010	H. Brian Ridley	West Haralson Elem.
Hass	Fall	2010	Kathy Joyner	Moody High School
Palmer	Fall	2010	Robin Hollingsworth	Springville High School
Stewart	Fall	2010	Charlton Giles	Pleasant Valley Elementary
Johnson	Fall	2010	G. Smith	Lithonia High School
Hayn	Fall	2010	Joan Doyle	Oak Mt. High School
Wesson	Fall	2010	Dr. J. Redcross	Burkett Center for Multi-Handicapped Children
Shirley	Summer	2011	Martha Guin	Temple Elementary
Phillips	Summer	2011	Charles Warren	Crossville High School
Moon	Summer	2011	Danny Golden	Highland School
Allison	Summer	2011	Jody Whaley	Saks High School
Foster	Summer	2011	Dorothy Pothart	Carrol Co. Bd of Ed.
Ellis	Summer	2011	Desiree Smith	Childersbury High School
Harrell	Fall	2012	Kevin Maddox	Winterboro School
Lee	Fall	2012	Jackie Turner	Central High School
Kirsch	Fall	2012	Dale Freeman	Cherokee Elementary
Shelton	Fall	2012	Jonathan Kirsch	Cherokee Elementary
Martin	Summer	2013	Ralph Turley	Curry Elementary
Chambless	Summer	2013	Billy Jenkins	Kitty Stone Elementary

	1	2	3	4
Date of Evaluation	Standard 1- Planning for continuous improvement: Lead and motivate staff, students, and families to achieve school's vision.	Standard 1- Planning for continuous improvement: Work with faculty to identify instructional and curricular needs that align with vision and resources.	Standard 1- Planning for continuous improvement- Interact with the community concerning the school's vision, mission, and priorities	Standard 1- Planning for continuous improvement- Work with staff and others to establish and accomplish goals.
6/10/2010	TARGET	TARGET	TARGET	TARGET
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	TARGET	TARGET	TARGET	TARGET
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
6/10/2010	TARGET	TARGET	TARGET	TARGET
6/10/2010	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
5/15/2011	TARGET	TARGET	TARGET	TARGET
5/15/2011	TARGET	TARGET	TARGET	TARGET
5/15/2011	TARGET	TARGET	TARGET	TARGET
5/15/2011	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
5/15/2011	TARGET	TARGET	TARGET	TARGET
5/15/2011	TARGET	TARGET	TARGET	TARGET
7/5/2012	TARGET	TARGET	TARGET	TARGET
7/5/2012	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
7/5/2012	TARGET	TARGET	TARGET	TARGET
7/5/2012	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
4/12/2013	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
4/12/2013	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT

5	6	7	8
Standard 1- Planning for continuous improvement-Relate the vision, mission, and goals to the instructional needs of students.	Standard 1- Planning for continuous improvement-Use goals to manage activities.	Standard 1- Planning for continuous improvement-Use a variety of problem-solving techniques and decision-making skills to resolve problems.	Standard 1- Planning for continuous improvement-Delegate tasks clearly and appropriately to accomplish organizational goals.
TARGET	TARGET	TARGET	TARGET
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
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9	10	11	12
Standard 1- Planning for continuous improvement-Focus upon student learning as a driving force for curriculum, instruction, and institutional decision-	Standard 1- Planning for continuous improvement-Use a process for gathering information to use when making decisions.	Standard 1- Planning for continuous improvement-Use multiple sources of data to manage the accountability process.	Standard 1- Planning for continuous improvement-Assess student progress using a variety of techniques and information.
TARGET	TARGET	TARGET	TARGET
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
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PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT

13	14	15	1	2
Standard 1- Planning for continuous improvement- Monitor and assess instructional programs, activities, and materials.	Standard 1- Planning for continuous improvement-Use diagnostic tools to assess, identify, and apply instructional improvement.	Standard 1- Planning for continuous improvement-Use external resources as sources for ideas for improving student achievement.	Standard 2- Teaching and Learning - Use multiple sources of data to plan and assess instructional improvement.	Standard 2- Teaching and Learning - Engage staff in ongoing study and implementation of research-based practices.
TARGET	TARGET	TARGET	TARGET	TARGET
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
TARGET	TARGET	TARGET	TARGET	TARGET
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
TARGET	TARGET	TARGET	TARGET	TARGET
PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
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PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT	PROFICIENT
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Standard 2- Teaching and Learning - Use the latest research, applied theory, and best practices to make curricular and instructional decisions.	Standard 2- Teaching and Learning - Communicate high expectations and standards for the academic and social development of students.	Standard 2- Teaching and Learning - Ensure that content and instruction are aligned with high standards resulting in improved student achievement.	Standard 2- Teaching and Learning - Coach staff and teachers on the evaluation of student performance.	Standard 2- Teaching and Learning -Identify differentiated instructional strategies to meet the needs of a variety of student populations.
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Standard 2- Teaching and Learning - Develop curriculum aligned to state standards.	Standard 2- Teaching and Learning - Focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making.	Standard 2- Teaching and Learning - Use multiple sources of data to manage the accountability process.	Standard 2- Teaching and Learning - Assess student progress using a variety of formal and informal assessments.	Standard 2- Teaching and Learning - Monitor and assess instructional programs, activities, and materials.
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Standard 2- Teaching and Learning - Use the methods and principles of program evaluation in the school improvement process.	Standard 3- Human Resources Development - Coach staff and teachers on the evaluation of student performance.	Standard 3- Human Resources Development - Work collaboratively with teachers to plan for individual professional development.	Standard 3- Human Resources Development -Use a variety of supervisory models to improve teaching and learning.
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Standard 3- Human Resources Development - Apply adult learning strategies to professional development.	Standard 3- Human Resources Development - Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support	Standard 3- Human Resources Development - Manage, monitor, and evaluate a program of continuous professional development tied to student learning and	Standard 3- Human Resources Development - Provide high-quality professional development activities to ensure that teachers have skills to engage all
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Standard 3- Human Resources Development - Provide opportunities for teachers to reflect, plan, and work collaboratively.	Standard 3-Create a community of learners among faculty and staff.	Standard 3- Human Resources Development - Create a personal professional development plan for his/her own continuous improvement.	Standard 3- Human Resources Development - Foster development of aspiring leaders, including teacher leaders.
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Standard 4- Diversity - Conform to legal and ethical standards related to diversity.	Standard 4- Diversity - Perceive the needs and concerns of others and is able to deal tactfully with them.	Standard 4- Diversity - Arrange for students and families whose home language is not English to engage in school activities and communication through	Standard 4- Diversity - Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
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Standard 4- Diversity - Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Standard 4- Diversity - Conform to legal and ethical standards related to diversity.	Standard 4- Diversity - Perceive the needs and concerns of others and is able to deal tactfully with them.	Standard 4-Arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations.
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Standard 4-Interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Standard 4-Promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation.	Standard 5 - Community and Stakeholder Relationships - Address student and family conditions affecting learning.	Standard 5 - Community and Stakeholder Relationships - Identify community leaders and their relationships to school goals and programs.	Standard 5 - Community and Stakeholder Relationships - Communicate the school's vision, mission, and priorities to the community.
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Standard 5 - Community and Stakeholder Relationships - Share leadership and decision-making with others by gathering input.	Standard 5 - Community and Stakeholder Relationships - Seek resources of families, business, and community members in support of the school's goals.	Standard 5 - Community and Stakeholder Relationships - Develop partnerships, coalitions, and networks to impact student achievement.	Standard 5 - Community and Stakeholder Relationships - Actively engage the community to share responsibility for student and school success.
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Standard 5 - Community and Stakeholder Relationships - Involve family and community in appropriate policy implementation, program planning, and	Standard 5 - Community and Stakeholder Relationships - Serve as primary school spokesperson in the community.	Standard 6- Technology - Implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and	Standard 6- Technology - Develop a plan for technology integration for the school community.
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Standard 6- Technology - Model the use of technology for personal and professional productivity.	Standard 6- Technology - Develop an effective teacher professional development plan to increase technology usage to support curriculum-based	Standard 6- Technology - Promote the effective integration of technology throughout the teaching and learning environment.	Standard 6- Technology - Provide support for teachers to increase the use of technology already in the school/classrooms.	Standard 6- Technology - Use technology to support the analysis and use of student assessment data.
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Standard 7- Management of the Learning Organization - Apply operational plans and processes to accomplish strategic goals.	Standard 7- Management of the Learning Organization - Attend to student learning goals in the daily operation of the school.	Standard 7- Management of the Learning Organization - Identify and organize resources to achieve curricular and instructional goals.	Standard 7- Management of the Learning Organization - Develop techniques and organizational skills necessary to lead/manage a complex
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Standard 7- Management of the Learning Organization - Plan and schedule one's own and others' work so that resources are used appropriately in meeting	Standard 7- Management of the Learning Organization - Use goals to manage activities.	Standard 8- Ethics - Adhere to a professional code of ethics and values	Standard 8- Ethics - Make decisions based on the legal, moral, and ethical implications of policy options and political strategies.	Standard 8- Ethics - Develop well-reasoned educational beliefs based upon an understanding of teaching and learning
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