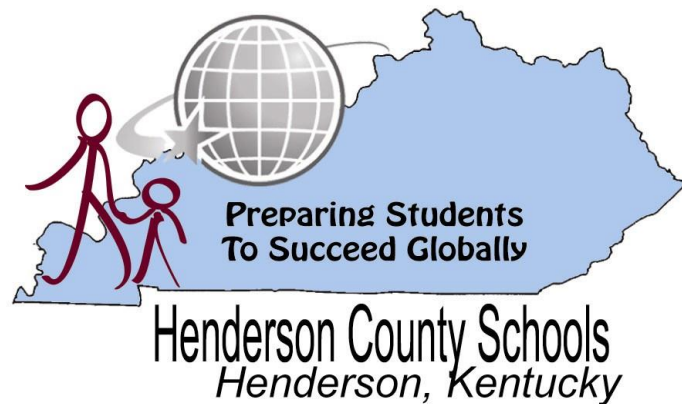


Henderson County Schools

Professional Growth & Effectiveness System

Certified Evaluation Plan



Certified Evaluation Committee – May 2014

Equal Educational and Employment Institution

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PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

Marganna Stanley, Superintendent (July 1, 2014)

Henderson County Schools
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Henderson, KY 42420
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2014 EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS AND THEIR POSITION TITLES

Jo Swanson, Assistant Superintendent for Teaching and Learning
Jinger Carter, Director of Assessment and Accountability
Bruce A. Swanson, Director of Human Resources
Doneta Williams, High School Assistant Principal
Paige O’Nan, Elementary Principal
Brian W. Gardner, Elementary Principal
Crissy Sandefur, Jefferson Principal
Ryan Reusch, South Middle School Principal
Cindy Troy, Central Academy Teacher
Laura Kopshever, South Heights Teacher
Rendy Dixon, Bend Gate Teacher
Renee Leeper, Spottsville Teacher
Merrill Punke, KEA Teacher Representative
Shannon Gibbs, Cairo Teacher
Evelyn Cummings, East Heights Teacher
Cathy Thrasher, North Middle School Teacher

ASSURANCES CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Henderson County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP PGP will be reviewed annually semi-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 evaluator will be proficient in evaluation and certified through the Teachscape Framework for Teaching Proficiency System.

Each person evaluated will have both formative and summative evaluations in the form of mini and full observations with the evaluator regarding his/her performance.

Each person will also have one peer observation in compliance with the new Professional Growth Evaluation System (PGES).

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 _____ (date of Board approval).

Signature of Superintendent	Date of Approval
Signature of Board Chair	Date of Approval

**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL
CERTIFIED PERSONNEL; Source: 16 KAR 1:020**

Section 1. Certified Personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:
 - (a) **To Students:**
 1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator;
 2. Shall respect the constitutional rights of all students;
 3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
 4. Shall not use professional relationships or authority with students for personal advantage;
 5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
 6. Shall not knowingly make false or malicious statements about students or colleagues;
 7. Shall refrain from subjecting students to embarrassment or disparagement;
 8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) **To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities;
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) **To the Education Profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications;
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR 1:020

HENDERSON COUNTY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Certified Teacher

Introduction

The Kentucky Department of Education, with guidance and oversight of various steering committees, has designed a new statewide Professional Growth and Effectiveness System (PGES). Effective teaching and school leadership will ensure all Kentucky students are successful and graduate from high school college/career-ready. The Certified Evaluation System is developed through the collaborative work of teachers and administrators according to KRS 156.557.

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The central purpose for the Henderson County Schools certified evaluation program is to provide a comprehensive system which lends support, structure, and guidance to improving the total educational program.

Philosophy

Evaluation is a means of improving the educational productivity in the Henderson County Schools. The evaluation process is used to determine the effectiveness of an employee's performance, while providing encouragement and support for continued professional growth. The evaluation process shall include, but not be limited to: observations by a peer/evaluator, measures of student voice, a professional growth plan, self-reflection, student growth with both state (in grades 4-8 for reading and math) and local data contributions gathered through various means. Evaluation is a method by which the stakeholders of Henderson County can be assured of measures of accountability and the growth of effectiveness of school employees. A common language and understanding of effective teaching is the foundation of this system. Kentucky has adopted the Framework for Teaching which is based on the work of Charlotte Danielson. The framework includes the following indicators of effective teaching in four domains of practice: planning and preparation, classroom environment, instruction and professional responsibilities.

Henderson County Certified Evaluation System

KDE requires school districts to implement all components of PGES for district reporting in the 2014-15 school year. Districts may use a plan which implements the components of PGES in conjunction with the previous certified evaluation plan. Henderson County will use a system in

2014-15, which utilizes all components of the PGES system for evaluation and reporting purposes, except student growth. Student growth will be used for reporting purposes only.

Other Professionals

The evaluation forms of the previous evaluation plan will be used for those employees categorized as “other professionals” and will be located in the Appendix of this document. Other professionals are those employees for whom the PGES system is not designed to measure effectiveness. Other Professionals may include: library media specialists, guidance counselors, speech language therapists, occupational therapists, psychologists, nurses, district administrators, and other certified personnel who are not teachers. (See appendix __)

In 2014-15, the Overall Performance Category is based entirely on the Professional Practice Rating for evaluation purposes.

Student Growth is not included in the Overall Performance Category until 2015-16.

Professional Growth Assistance/Corrective Action Plans

For the 2014-15 year, Henderson County will use the 2013-14 professional growth plan for assistance, correction action currently in place for all teachers including teachers entering the 2014-15 year on an assistance/corrective action plan and teachers who may need this plan in 2014-15. The PGES system will be used for coaching and mentoring teachers in conjunction with the 2013-14 evaluation and corrective plans. (See Appendix __)

Roles and Definitions

1. **Administrator:** is any certified staff person other than the classroom teacher or other support staff.
2. **Assistance Growth Plan:** is a plan established to assist the employee when the evaluator identifies specific area(s) that need immediate attention by the evaluatee for the evaluation.
3. **Corrective Growth Plan:** is a plan established to assist when the evaluator identifies a specific area(s) that needs immediate attention by the evaluatee for the evaluatee to be considered for reemployment.
4. **Corrective Action Team:** is a team that is established to assist the employee in meeting the district standards. The formation of this team is the district’s last attempt at salvaging the career of the employee.
5. **Evaluation:** is 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 observation and other means of gathering information. Evaluation shall also include the establishment and monitoring of a professional growth plan.

6. **Evaluated:** is the district/school personnel being evaluated.
7. **Evaluator:** is the immediate supervisor of certified personnel, who has satisfactorily complete all required evaluation training, and , if evaluating teachers, observation certification training.
8. **Non-tenured Teacher:** an EPSB certified teacher on a one year limited contract, who directly instructs students.
9. **Observee:** the individual observed during an observation.
10. **Observation:** is a process of gathering information based on predetermined criteria in the district plan
11. **Other Professionals:** certified employees that are not teachers of principals. Other professionals may include: media specialists, guidance counselors, speech language therapists, occupational therapists, psychologists, district administrators, and other certified personnel who are not teachers.
12. **Peer Observer:** is the trained certified school personnel who observes and provides documentation to the evaluatee.
13. **Performance Levels:** general descriptors that indicate the teacher's performance. Teachers can be rated: Ineffective, Developing, Accomplished, or Exemplary of the scale.
14. **Primary Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers, observation certification training.
15. **Professional Growth Plan:** is an individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.

Types of Professional Growth Plans:

- a. **Self-directed Growth Plan:** a professional growth plan in which the teacher sets the goal(s) with evaluator input, with one goal focusing on student growth.
- b. **Directed Growth Plan:** a professional growth plan determined by the evaluator with goals(s) focused on professional practice and student growth.
- c. **Improvement Plan-Up to 12 Months:** a professional growth plan with goals(s) determined by the evaluator, which is focused on low performance areas.
- d. **Assistance/Corrective Action Growth Plan:** professional growth plans determined by the evaluator for the 2014-15 year **only**, to assist when the evaluator identifies a specific area that needs immediate attention by the evaluatee

16. **Self -reflection:** means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
17. **SMART:** acronym used to develop a goal: Specific, Measurable, Appropriate, Realistic, and Time Bound.
18. **Sources of evidence:** are methods and artifacts of data collection which demonstrate an employee's practice and performance.
19. **Student Voice:** is the state approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.
20. **Teachscape:** state approved platform for primary observer training and assessment for teacher observation to determine observer certification to observe teachers.
21. **Tenured Teacher:** an EPSB certified teacher on a continuing contract, who directly instructs students.
22. **For additional definitions and roles see 704KAR 3:370 Professional Growth and Effectiveness System**

The Kentucky Framework for Teaching

Professional Growth and Evaluation of Certified Personnel is a process with all educators working cooperatively to achieve goals and objectives that enhance student learning.

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the four domains of: 1) Planning, and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school specific priorities that may drive practice in one domain, and educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment.

Evaluators will must use these categories of evidence:

- ✓ Professional Growth Planning and Self Reflection
- ✓ Observation
- ✓ Student Voice
- ✓ Student Growth Percentiles and /or Student Growth Goals (grades 4-8 in ELA & math)

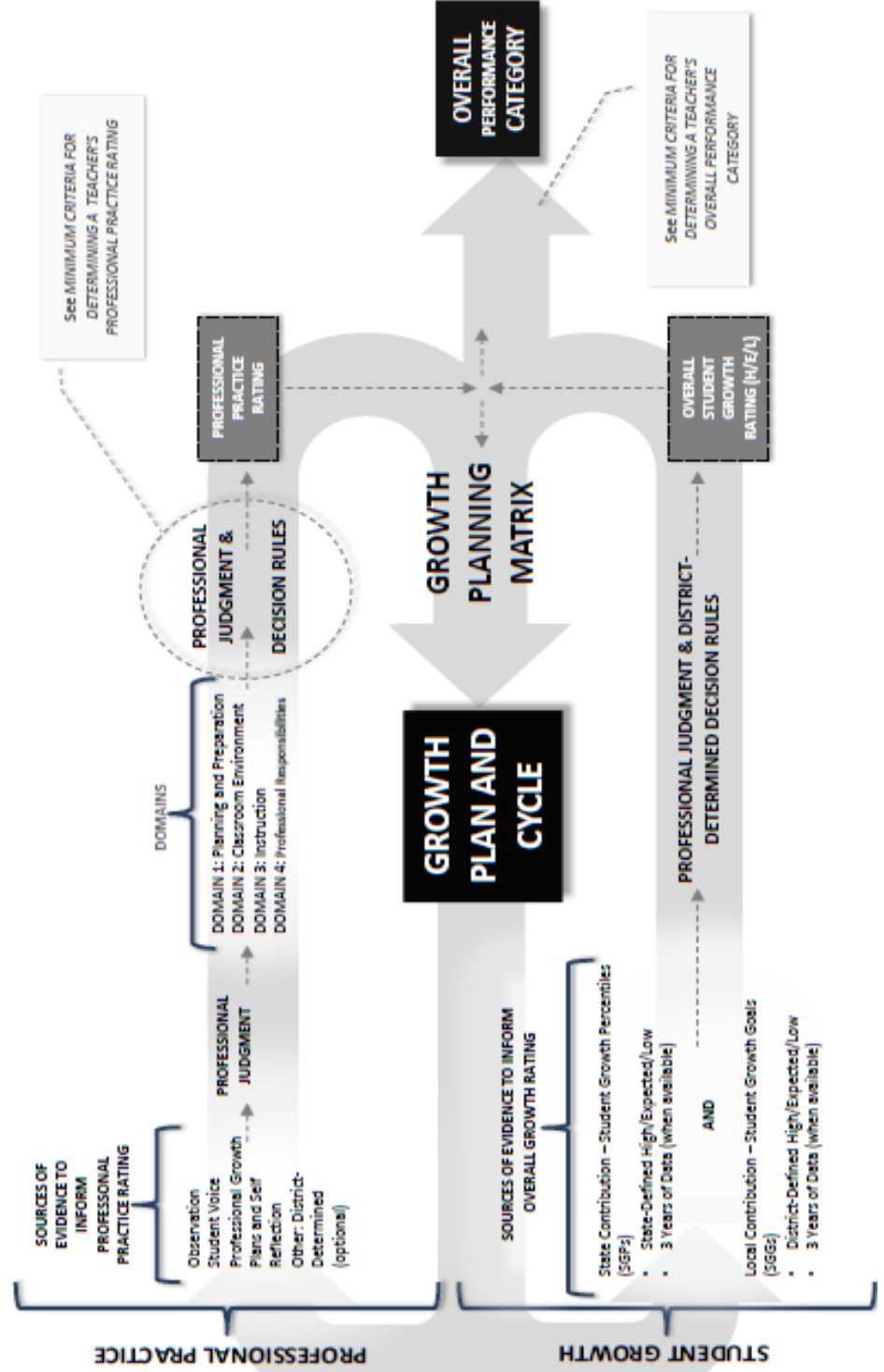
Other sources of evidence can be:

- ✓ Program review evidence
- ✓ Walk-throughs/feedback
- ✓ Team developed curriculum units
- ✓ Lesson plans
- ✓ Communication logs
- ✓ Timely, targeted feedback from mini observations
- ✓ Student data records
- ✓ Student work
- ✓ Student formative and/or summative course evaluations/feedback
- ✓ Minutes from PLCs

- ✓ Teacher reflections and/or self-reflections
- ✓ Teacher interviews
- ✓ Teacher committee or team contributions
- ✓ Parent engagement surveys
- ✓ Records of student and /or teacher attendance
- ✓ Video lessons
- ✓ Action research
- ✓ Engagement in professional organizations
- ✓ Performance based measures with rubrics
- ✓ Formative and/or summative test data
- ✓ Teacher feedback to students
- ✓ Trend data
- ✓ Other

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS).

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS



SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FTT)		Domain	Planning & Preparation						Classroom Environment				Instruction				Professional Responsibilities																											
		Component	1a -Knowledge of content/pedagogy		1b-Demonstrate knowledge of students		1c- Setting Instructional Outcomes		1d-Demonstrates knowledge of resources		1e-Designing Coherent Instruction		1f- Designing Student Assessment		2a-Creating Env. of Respect & Rapport		2b-Establish Culture of Learning		2c-Maintaing Classroom Procedures		2d-Managing Student Behavior		2e-Organizing Physical Space		3a-Communicating with Students		3b-Questioning & Discussion Techniques		3c-Engaging Students in Learning		3d-Using Assessment in Learning		3e-Demonstrating Flexibility & Responsive		4a-Reflecting On Teaching		4b-Maintaining Accurate Records		4c-Communicating With Families		4d-Participating in Profess. Learning Comm.		4e-Growing & Developing Professionally	
SOURCES OF EVIDENCE To Inform Professional Practice		Supervis or Observa tion	Evidence (pre and post conferences)						Observation						Evidence (pre and post conferences)																													
		Student Voice							Kentucky Student Voice Survey																																			
		Professi onal Growth	Professional Growth Planning and Self Reflection																																									
		Self-Reflectio n																																										
Peer Observa tion								Observation																																				

Professional Practice

Professional Growth Planning and Self-reflection

All teachers will participate in self-reflection and professional growth planning each year and will document the self-reflection and professional growth planning in CIITS.

The professional growth plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with administrators, teachers will identify explicit goals which drive professional growth activities, support and ongoing reflection.

Reflective practices and professional growth planning are an iterative process. The teacher shall:

- 1) reflect on his/her growth needs based on multiple sources of data and identifies an area or areas for focus,
- 2) collaborate with the administrator to develop a professional growth plan with action steps,
- 3) implement the plan,
- 4) regularly reflect on the progress and impact,
- 5) modify the plan as needed,
- 6) continue implementation with ongoing reflection,
- 7) conduct a summative reflection on the goal attainment and the implications for next steps, and
- 8) complete and document self-reflection and professional growth plan in CIITS.

Table 1: Timeline for Self-Reflection/PGP Development and Approval:

Self-Reflection and Professional Growth Plan (PGP)				
Activity	Timeline	Teacher Role	Resource	Evaluator
Self-Reflection	First 30 days calendar days of school	Complete Self-reflection	Document in CIITS	Review in CIITS
PGP Development	By September 30	Draft PGP and submit for Evaluator Review and Approval	Document in CIITS	Collaborative Partner
Final PGP Approval	By October 31	NA	CIITS	Approval
PGP Mid-year Review	By January 31	Collaborative Review/Revision	CIITS	Collaborative Review/Revision
Upload documentation and artifacts in CIITS	By March 31	Provide supporting evidence for PGP	Supporting documentation uploaded in CIITS	Review PGP evidence prior to summative evaluation completion
Final PGP Review	By May 1 for teachers in Summative Year By May 15 for teachers NOT in the Summative Year	Schedule meeting with principal	CIITS	Schedule meeting with teacher; review CIITS documentation
Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data.				

Observation

The observation process is a critical component of determining teacher effectiveness but is only one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instrument. **Only the supervisor observation will be used to calculate a summative rating as the peer observation will not be used for the rating.** The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. **No ratings will be given by the peer observer.** The rationale for all observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

There must be four observations in the summative cycle, with a minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer. The required peer observation must occur in the final year of the cycle. Final observation is conducted by the supervisor and must be a full observation. These observations must be documented in CIITS.

Henderson County Schools will implement the Progressive Model (3&1). Observers will conduct three mini observations, two of which are by the supervisor and one by the peer observer. This is the minimum requirement for all teachers. Non-tenured teachers and tenured teachers on assistance/corrective action plans will receive all four observations each year. Tenured teachers, not on an assistance/corrective action plan will receive four observations over a three year cycle. (See Table 4) after the phase in model of 2014-15. At the primary observer's discretion, any teacher may be observed more frequently.

Table 2: Non-Tenured Teacher and Tenured Teachers, who are on an Assistance/Corrective Action Plan, Progressive Observation Model

Non-Tenured Teacher and Tenured Teachers on Assistance/Corrective Action Plan Progressive Observation Model				
Who: All non-tenure teachers and tenured teachers who are on an Assistance/Corrective Action Plan				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)
Primary Evaluator	Mini	Minimum of 20 minutes	CIITS	Annually first semester; By Dec. 15
Peer	Mini	Minimum 20 minutes	CIITS	Annually first semester ; By Dec. 15
Primary Evaluator	Mini	Minimum 20 minutes	CIITS	Annually by Feb. 28

Primary Evaluator	Full	Full class/lesson	CIITS; Complete, print and sign Summative form; In CIITS by May 1; Provide teacher/ district personnel director copies	Annually by Mar. 31
KTIP teachers will follow the prescribed KTIP process. A summative evaluation will be conducted based on the district CEP.				

KDE has provided a phase-in-model for the first year of implementation for tenured teachers only and to be used at the evaluator's discretion.

Table 3: Phase-in-Model for Observations for Tenured Teachers 2014-15

KDE has provided a phase-in-model for the first year of implementation (2014-15) for tenured teachers only, to be used at the discretion of the primary evaluator. Tenured teachers on an assistance plan are not eligible for the Phase-in-Model. (See Table 3)

KDE Phase in Model for Tenure Teachers for 2014-15 only				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)
Peer	Mini	Minimum 20 minutes	CIITS	Year 1 Summative year; By Mar 31
Primary Evaluator	Full	Full class/lesson	CIITS; Complete, print and sign Summative form; In CIITS by May 1; Provide teacher/ district personnel director copies	Year 1 Summative year; By May 15

Tenured Teachers Progressive Observation Model

Tenured teachers are on a three year scaffold cycle, with the formative observations from the primary evaluator occurring in your one and year two. (See Table 4) At the primary evaluator's discretion, tenured teachers may be observed more frequently. An optional Phase-in-Model is allowed for 2014-15 for tenured teachers who are not on a Corrective Action Plan. (See Table 3) Tenured teachers on a Corrective Action Plan shall follow the non-tenured observation model. (See Table 2)

Table 4: Tenured Teacher Progressive Observation Model 3 & 1 for 2015-2016

Progressive Observation Model (3&1) for Tenured Teachers 3 year Scaffold Cycle				
Timeline Implementation 2015-2016: Tenure three year Cycle Minimum				
Observer	Observation Type	Observation Time	Documentation	Cycle year(s)
Primary Evaluator	Mini	Minimum 20 minutes	CIITS	Year 1; By Mar. 31
Primary Evaluator	Mini	Minimum 20	CIITS	Year 2; By Mar. 31

		minutes		
Peer	Mini	Minimum 20 minutes	CIITS	Year 3 Summative; By Mar 31
Primary Evaluator	Full	Full class/lesson	CIITS; Complete, print and sign summative form; In CIITS by May 1; provide teacher/district personnel director copies	Year 3 Summative ; By May 15
In 2014-15, tenured teachers, not on assistance/corrective action plans, in year 2 of the evaluation cycle must have all four observations within a two year window, with the peer observer and the full in the third or summative year.				

Summative evaluation for tenured employees shall occur a minimum of once every three (3) years. Non-tenured employees and employees with an assistance/corrective action plan shall be observed annually through on-going observation and conferencing and with the development of a professional growth plan. A minimum of four observations utilizing a combination of mini and full observations shall occur for all non-tenured employees and tenured teachers, on assistance/corrective action plans, with summative evaluation occurring annually. Primary evaluator will make note of the components observed in minis in order to identify “look fors” in the next observation session.

Observation Conferencing

Observers must conduct a post observation conference within 5 working days of the observation. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Table 5: Pre/Post Conference

Pre/Post Conference Expectations				
Observation Type	Resource	Observer	Pre-Conference prior to observation (optional for mini observations)	(Required) Post-Conference conducted within 5 working instructional days
Mini	HCS Pre-conference form	Evaluator	May be in person or electronic and (optional at teacher or evaluator's discretion)	In person
Mini	HCS Pre-conference form	Peer	May be in person or electronic and (optional at teacher or evaluator's discretion)	In person
Mini	HCS Pre-conference form	Evaluator	May be in person or electronic	In person

			and(optional at teacher or evaluator's discretion)	
Full	HCS Pre-conference form	Evaluator	May be in person or electronic	In person

Observation Schedule

Observations may begin after the evaluation training takes place which is within the first month of employment.

Table 6: Non-Tenure Observation Timeline

Observation Timeline for Non-Tenure		
Observer	Observation Type	Observation Timeline
Evaluator	Mini	By December 15
Peer	Mini	By December 15
Evaluator	Mini	By February 28
Evaluator	Full /summative	By March 31

Table 7: Tenure Observation Timeline

Observation Timeline for Tenure		
Observer	Observation Type	Observation Timeline
Evaluator	Mini	Year 1 by March 31
Evaluator	Mini	Year 2 by March 31
Peer	Mini	Year 3 by peer by March 31
Evaluator	Full Summative	Year 3 Summative by May 15

Observer Certification

Evaluators must complete the *Teachscape*/or state approved platform for Proficiency Observation Training/state approved platform. The platform requires observers to develop a deep understanding of the four domains of the Kentucky Framework for Teaching which has 3 sections: Framework for Teaching Observer training, Framework for Teaching Scoring Practice, and Framework for Teaching Proficiency Assessment.

The evaluation certification cycle follows the existing 704 KAR 3:370 related to initial and update training for certified evaluators.

Only evaluators who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that an evaluator has yet to complete the proficiency assessment, or if the evaluator does not pass the assessment, the district will provide these supports:

- ✓ The district will provide an alternate certified evaluator
- ✓ Observation data provided by a substitute observer is considered a valid source of evidence only if the evaluator participates (passively) in the observation with the alternate evaluator.

Initial Observer Certification

The evaluator observer certification process is to ensure all teachers have access to a certified evaluator observer. Supports will be provided to evaluator observers who do not successfully complete the proficiency assessment. Initial observer certification is the evaluator observer's first attempt to pass the proficiency assessment.

Table 8: Observer Initial Certification-Initial Attempt

Initial Observer/Evaluator Certification Support			
Activity	Resources	Staff Responsible	Timeline
Registration for <i>Teachscape Proficiency Observation Training/state platform</i>	Registration through KASA	District PGES Point of Contact (PoC)	First thirty(30) calendar days of employment
Introduction to: <i>Teachscape/state platform protocol, website & certification process</i> Create observer training plan: -with timelines -individual or group setting -district will provide a PGES mentor - <i>Teachscape/state platform protocol</i> including <i>Framework for Teaching Observer Training modules, Framework for Teaching Scoring Practice, Framework for Teaching Proficiency Assessment/all state platform components</i>	<i>Framework Teachscape/state platform Teachscape/state platform Resource documents</i> District assigned PGES mentor	District PGES PoC in Collaboration with observer PoC will assign a PGES mentor	First thirty (30) calendar days of employment
Observer takes <i>Framework for Teaching Proficiency Assessment/state platform assessment</i> initial attempt Part 1&2	<i>Teachscape/state platform</i>	Observer	First sixty (60) calendar days of employment
For successful completion, forward an electronic certificate to District PGES PoC OR For unsuccessful attempt, forward score report of the <i>Framework for Teaching Proficiency Assessment/state platform</i> results to District PGES PoC and see Table 9	<i>Teachscape/state platform</i> <i>OR</i> <i>Teaching Proficiency Assessment/state platform results</i>	Observer	Print certificate or score report Within three calendar days of unsuccessful initial attempt
If at any time the primary evaluator has not passed the evaluation proficiency assessment and an observation is to occur, an alternate certified evaluator must be assigned for the observation. The primary evaluator must be present during the observation.			

Observer Certification -1st Retake

If the primary evaluator is not successful completing the initial *Proficiency Assessment*/state platform, the evaluator observer must retake the *Proficiency Assessment*/state platform. The *Proficiency Assessment* is accessible after 24 hours from the initial attempt. (See Table 9)

Table 9: Observer Certification-1st Retake

1 st Retake Evaluator/Observer Certification Support			
Activity	Resources	Staff Responsible	Timeline Provided or as determined by supervisor
Observer continues to work with district assigned mentor and reviews and prepares for 1 st retake of <i>Framework for Teaching Observer Training</i> assessment by study of modules/resource documents in area of need: Observer retakes Framework for Teaching Scoring Practice and prints score with rationale Review score & rationale with District PGES PoC and district mentor on <i>Framework for Teaching Scoring Practice</i> /state platform to determine if ready to proceed with 1 st retake	<i>Teachscape</i> /state platform <i>Teachscape Teaching Scoring Practice Report</i> /state platform Assessment results	Observer Observer and mentor Observer Observer, PGES PoC, and mentor	Within twenty (20) calendar days after unsuccessful initial attempt
Observer retakes <i>Framework for Teaching Proficiency Assessment</i> 1 st retake	<i>Teachscape</i> /state platform	Observer	Pass assessment withing the first thirty (30) calendar days of unsuccessful initial attempt
If observer passes retake, forward an electronic certificate to District PGES PoC OR If observer does not pass, the observer forwards the Assessment results to PGES PoC to plan the next steps for the 2 nd retake.	<i>Teachscape Certificate</i> /state platform OR <i>Teaching Proficiency Assessment</i> /state platform results	Observer	Within three (3) calendar days of 1 st retake which was unsuccessful
If at any time the primary evaluator has not passed the evaluation proficiency assessment and an observation is to			

occur, an alternate certified evaluator must be assigned for the observation. The primary evaluator must be present during the observation.

Observer Certification-2nd Retake

If the primary evaluator does not pass 1st retake *Proficiency Assessment*, the evaluator observer must wait 90 days to retake the *Proficiency Assessment*. (See Table 10)

Table 10: Observer Certification -2nd Retake

2 nd Retake Evaluator/Observer Certification Support with 90 Day Lockout Rule			
Activity	Resources	Staff responsible	Timeline OR as determined by supervisor
Observer prints <i>Framework for Teaching Proficiency Assessment</i> score and reviews with District PGES PoC and mentor	<i>Teachscape Proficiency Assessment Report</i> /state platform	Observer & District PGES PoC & mentor	Within five (5) calendar days of unsuccessful 1 st retake
Create 90 day observer training plan which may include but is not limited to: -assign a different district mentor -construct timelines/schedules -complete <i>Teachscape</i> /state platform module/practice test with mentor -mentor jointly watches study videos to coach observer	<i>Teachscape</i> /state platform resource documents	District PGES PoC and mentor and observer	Within the first twenty (20) calendar days of unsuccessful 1 st retake
Observer attempts 2 nd retake <i>Framework for Teaching Proficiency Assessment</i> /state platform	<i>Teachscape</i> /state platform	Observer	Immediately after ninety (90) day lockout period
If observer passes 2 nd retake, forwards a certificate to District PGES PoC OR If observer does not pass, the evaluator will work in collaboration with a <i>Teachscape</i> /state platform certified alternate evaluator	<i>Teachscape</i> /state platform	Observer & District PGES PoC Superintendent or designee will designate the certified alternate evaluator. Principal must be present during the alternate observations.	Within three (3) calendar days of 2 nd retake
If at any time the primary evaluator has not passed the evaluation proficiency assessment and an observation is to occur, an alternate certified evaluator must be assigned for the observation. The primary evaluator must be			

present during the observation.

Observer Calibration/Recertification Cycles

The district will calibrate or recertify observers yearly, after original certification, to assure rating accuracy with the Framework. The calibration process will be completed in years two and three after certification (except where extended or exempted by KDE). Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes will be conducted through the state approved technology platform.

Table 11: Observation Calibration and Certification

Observation Calibration and Certification Process/Timeline			
District PoC will maintain a record for certification cycles and is responsible for providing training opportunities in collaboration with the district professional development coordinator.			
Cycle Year	Stage	Responsible Staff	Resource
Year 1	Certification	Primary Evaluator; District PGES PoC & District Professional Development Coordinator	<i>Teachscape</i> /state platform
Year 2	Calibration	Primary Evaluator ; District PGES PoC & District Professional Development Coordinator	<i>Teachscape</i> /state platform
Year 3	Calibration	Primary Evaluator; District PGES PoC & District Professional Development Coordinator	<i>Teachscape</i> /state platform
Year 4	Recertification	Primary Evaluator; District PGES PoC & District Professional Development Coordinator	<i>Teachscape</i> /state platform

Peer Observation

A peer observer will observe, collect, share evidence, and give feedback for formative purposes only. Peer observers will not score or rate a teacher's practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. All teachers will receive a peer observation in their summative year. All peer observers participating during the summative year observations will complete the state developed training once every three (3) years. All required peer observations must be documented in CIITS.

Table 12: Peer Observation

Peer Observation	
Observer Training Requirements	<ul style="list-style-type: none"> • Complete the state approved training once every three (3) years • Keep a copy of the certificate of completion • Submit the certificate of completion to the principal
Evaluatee Responsibility	<ul style="list-style-type: none"> • Evaluatee and evaluator will come to consensus on the selection of the peer observer from the available trained peer observers at the evaluatee's school • Evaluatee will request a peer observer and notify the principal by October 1 of the summative year • Evaluatee will request a pre-conference with peer observer if one is desired
Peer Observer	<ul style="list-style-type: none"> • Peer observer accepts or denies the request made by the evaluatee • Peer observers will be compensated 1 hours at the district's certified extra service pay schedule for the CIITS documentation time
Peer Observer Caseload	<ul style="list-style-type: none"> • Determined by evaluator, observer, evaluatee
Observer Responsibility	<ul style="list-style-type: none"> • Peer observers may decline the request and should inform the evaluatee and evaluator • Conduct a pre-conference, electronic or in person IF the evaluatee requests it • Conduct one mini observation for each designated peer with whom it has been agreed upon with the evaluatee and evaluator; but is limited to no more than two mini observations • Conduct an in person post conference • Complete CIITS documentation with date, time and evidence & forward to peer • Notify principal that peer observation/documentation is completed in CIITS • Submit time sheet to the Principal within 2 weeks
Primary evaluator responsibility	<ul style="list-style-type: none"> • Create & revise annually a schedule of trained peer observers on a three year cycle; Principals and evaluatee must agree on the peer observer selected; • Maintain a record of which peer is observing the evaluatee(s) • Maintain a copy of the peer observation certificates at the school level • Will direct all teachers to complete peer observer training
District Responsibilities	<ul style="list-style-type: none"> • Provide peer observation training opportunities • Compensate peer observers for 1 hour of district certified extra- service pay for each observation documented in CIITS

Student Voice

The Student Voice survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice. All teachers with a roster of ten or more students will participate in the state approved Student Voice Survey (SVS) annually. Teachers and principals will select for the survey a minimum of one identified group of 10 or more students. The student selection process will be consistent across the district and results will be used to inform Professional Practice.

Table 13: Student Voice

Student Voice Survey (SVS)	
District Point of Contact	Director of Personnel OR Superintendent/Designee
Superintendent/Designee	The superintendent shall designate a uniform number of participating student groups across the district.
SVS administration	<ul style="list-style-type: none">• The principal/designee serves as the school PoC• Creates the SVS schedule• Teacher may not administer the SVS to students on their roster; other school personnel will be assigned
Teachers	Each teacher with a roster of 10 or more students shall have at least 1 student group complete SVS, annually.
K-12 Students/Location	Participate in SVS at the school location for designated teachers only; <ul style="list-style-type: none">• 3rd-6th grade implementation through Infinite Campus (IC) through the Infinite Campus (IC) Student Portal;• K-2 implementation shall be through state approved protocol
Equal Access	<ul style="list-style-type: none">• Principal shall implement a schedule to provide equal access for all students.• Accommodations will be provided for students, as documented by the IEP/504 plan.
Timeline	District shall select one window from the annual SVS state window for implementation at all schools between 7:00 am-5:00 pm
SVS Results	Data will be used to inform Professional Practice in the summative year
SVS Ethic Statement	District & school level staff with IC administrative rights read, understand, and sign SVS Ethic Statement

Student Growth

In 2014-15, the Overall Performance Category is based entirely on the Professional Practice Rating for evaluation purposes.

Student Growth is not included in the Overall Performance Category until 2015-16.

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The following chart provides a roadmap for determining which teachers receive which contributions:

Table 14: Contributions

Local & State Contribution	Local Contribution Only
Teachers(including special education teachers in co-teaching classes) in grades 4-8 who teach ELA	All other teachers
Teachers (including special education teachers in co-teaching classes) in grades 4-8 who teach math	
Teachers will only use state contribution data from the content on which their local contribution for SGG is written. If teachers are identified in Infinite Campus as a co-teacher, then they will receive a state contribution.	

State Contribution – Student Growth Percentiles (SGP) – Applies to 20% of teachers

(Math/ELA, Grades 4-8)

The state contribution impacts teachers in the following areas participating in state assessments: 4th-8th grade in reading and math only. The state contribution is reported using Student Growth Percentiles (SGP). The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history (academic peers) expressed as a percentile. The median SGP for a teacher's class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

In addition, teachers will only use state contribution data from the content on which their local contribution for SGG is written. In other words, all teachers in ELA and math content areas, in grades 4-8, who receive more than one state contribution or Student Growth percentile (SGP) must choose one SGP in the content area that mirrors their local contribution for the Student Growth Goal (SGG).

Local Contribution – Student Growth Goals (SGG) – Applies to all teachers

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. semester, year-long) as indicated in the teacher's Student Growth Goal (SGG). All teachers will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

The Overall Student Growth Rating is a result of a combination of professional judgment and the district developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth

over time. The Student Growth Rating must include data from the Local Growth Total (LGT) and SGP (where available), and will be applied in a 3 year cycle (when available).

Table 15: STUDENT GROWTH GOAL (SGG) LOCAL CONTRIBUTION

Criteria	<p>SGG (local contribution) for Henderson County must:</p> <ul style="list-style-type: none"> • be congruent with Kentucky Core Academic Standards • be appropriate for the grade and content • represent or encompass enduring skills, processes, understandings or concepts that students are expected to master by taking a particular course(s); • For enduring skill, process, understanding or concepts see: <i>http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring Skills -A Process for Identifying - Final.pptx</i> • allow high and low achieving students to adequately demonstrate knowledge and must include a growth target and a proficiency target • provide access and opportunity for all students including those students with disabilities, ELLs, and gifted/talented traits • be in SMART goal format • use one of the following <u>common measures</u> for determining student growth: Pre/Post Tests; Repeated Measures; or Performance Rubric for Holistic Evaluation • be established using the Henderson County Student Growth Goal Setting Protocol designed for establishing both proficiency and growth targets. (See Appendix ____)
Rigor & Comparability	<p>To ensure rigor and comparability, teachers and principals must utilize the Henderson County Schools SMART Rigor/Comparability Rubric (See Appendix ____). The Henderson County Schools SMART Rigor/Comparability Rubric includes the following:</p> <ul style="list-style-type: none"> • Common Measures/Performance Rubrics <ul style="list-style-type: none"> ○ Teachers must use common assessments or performance rubrics that have been peer approved or agreed upon through a jury process. ○ These district-wide common assessment measures or performance rubrics must be identical or comparable versions across grade levels, content areas, and courses. • Administration & Data Collection Protocol <ul style="list-style-type: none"> ○ Teachers must follow either the District Administration & Data Collection Protocol for Common Assessments or a peer-approved District Administration & Data Collection Protocol for Performance Rubrics/Holistic Scoring Guide. These protocols ensure comparability across grade levels, content areas, and courses. (See Appendix ____) • Scoring Process <ul style="list-style-type: none"> ○ To determine comparable scoring using <u>Common Assessment Measures</u>, District-wide performance levels have been adopted. (See chart below). The scoring process must be completed by electronic means. ○ To determine comparable scoring for <u>Performance Rubrics/Holistic Evaluations</u> - A growth/proficiency rubric must be used which includes the same multiple levels of defined performance. These levels must also mirror the District-wide Performance Levels in chart below. The growth rubric must also be peer-created or agreed upon through a jury process. Comparability must be achieved with double-blind scoring and/or group scoring with the approved rubric.

	<table><tr><th colspan="2">District-wide Performance Levels</th></tr><tr><th>Performance Level</th><th>Percentage Scores</th></tr><tr><td>Distinguished</td><td>80% or above</td></tr><tr><td>Proficient</td><td>70% - 79%</td></tr><tr><td>Apprentice</td><td>50% - 69%</td></tr><tr><td>High Novice</td><td>40% - 49%</td></tr><tr><td>Medium Novice</td><td>30% - 39%</td></tr><tr><td>Low Novice</td><td>29% and below</td></tr></table>	District-wide Performance Levels		Performance Level	Percentage Scores	Distinguished	80% or above	Proficient	70% - 79%	Apprentice	50% - 69%	High Novice	40% - 49%	Medium Novice	30% - 39%	Low Novice	29% and below											
District-wide Performance Levels																												
Performance Level	Percentage Scores																											
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Determining H/E/L for both Proficiency and Growth Targets in the Local Growth Total (LGT)	<p>To determine a (H/E/L) rating, the <i>Proficiency and Growth Target Ratings Chart</i> must be utilized.</p> <table><tr><td></td><td>Proficiency Target</td><td>Growth Target</td><td>Growth Rating</td></tr><tr><td>High</td><td>≥80% of the target</td><td>≥80% of the target</td><td>High</td></tr><tr><td>Expected</td><td>70-79% of the target</td><td>70-79% of the target</td><td>Expected</td></tr><tr><td>Low</td><td>≤69% of the target</td><td>≤69% of the target</td><td>Low</td></tr></table> <p>Round to the nearest whole number between performance levels.</p>		Proficiency Target	Growth Target	Growth Rating	High	≥80% of the target	≥80% of the target	High	Expected	70-79% of the target	70-79% of the target	Expected	Low	≤69% of the target	≤69% of the target	Low											
	Proficiency Target	Growth Target	Growth Rating																									
High	≥80% of the target	≥80% of the target	High																									
Expected	70-79% of the target	70-79% of the target	Expected																									
Low	≤69% of the target	≤69% of the target	Low																									
Determining (H,E,L) Rating for a Local Growth Total of a single SGG	<p>In order to determine the rating for a Local Growth Total (LGT), teachers and principals must use the <i>Henderson County District Decision Matrix for Determining Local Student Growth Goal</i>.</p> <table><tr><th colspan="5">District Decision Matrix for Determining Local Growth Total of Student Growth Goal Targets (Proficiency and Growth)</th></tr><tr><td rowspan="4">Proficiency Target</td><td>High (≥80% of target)</td><td>H,L = Expected</td><td>H,E = High</td><td>H,H = High</td></tr><tr><td>Expected (70-79% of target)</td><td>E,L = Expected</td><td>E,E = Expected</td><td>E,H = High</td></tr><tr><td>Low (≤69% of target)</td><td>L,L = Low</td><td>L,E = Expected</td><td>L,H = Expected</td></tr><tr><td></td><td>Low (≤69% of target)</td><td>Expected (70-79% of target)</td><td>High (≥80% of target)</td></tr><tr><td></td><td></td><td colspan="3">Growth Target</td></tr></table>	District Decision Matrix for Determining Local Growth Total of Student Growth Goal Targets (Proficiency and Growth)					Proficiency Target	High (≥80% of target)	H,L = Expected	H,E = High	H,H = High	Expected (70-79% of target)	E,L = Expected	E,E = Expected	E,H = High	Low (≤69% of target)	L,L = Low	L,E = Expected	L,H = Expected		Low (≤69% of target)	Expected (70-79% of target)	High (≥80% of target)			Growth Target		
District Decision Matrix for Determining Local Growth Total of Student Growth Goal Targets (Proficiency and Growth)																												
Proficiency Target	High (≥80% of target)	H,L = Expected	H,E = High	H,H = High																								
	Expected (70-79% of target)	E,L = Expected	E,E = Expected	E,H = High																								
	Low (≤69% of target)	L,L = Low	L,E = Expected	L,H = Expected																								
		Low (≤69% of target)	Expected (70-79% of target)	High (≥80% of target)																								
		Growth Target																										

Determining Growth for Multiple SGGs	For the 2014-15 year only 1 SGG will be required. This requirement will be reviewed by the 50/50 Committee for 2015-16.												
Determining (H,E,L) for Annual Overall Student Growth Goal Rating	<p>The following process must be used to determine a teacher’s <u>Overall Student Growth Goal Rating</u>.</p> <ul style="list-style-type: none">• If no State Contribution (SGP) is available, Local Growth Total (LGT) is weighted 100% of the Overall Student Growth Goal Rating.• If a State Contribution (Student Growth Percentile [SGP]) is available, the Overall Student Growth Goal Rating will be determined as follows:<ul style="list-style-type: none">○ State Contribution is weighted 20%○ Local Contribution is weighted 80% <p>The following formula must be used when combining State (SGP) and Local (LGT) contributions:</p> <p>.8 (LGT) + .2 (SGP) = Student Growth Rating (annually)</p> <p>Annually, the <u>Overall Student Growth Rating</u> must be equally weighted in the calculation of the <u>Overall Student Growth Trend Rating</u> as follows.</p> <ul style="list-style-type: none">• Only one year of data = 100% of <u>Overall Student Growth Rating</u>• Two years of data = each year must be equally weighted 50% in the <u>Overall Student Growth Trend Rating</u>• Three years of data = the most recent 3 years must be equally weighted 33.3% in determining the <u>Overall Student Growth Trend Rating</u>												
AND													
Weighting the Annual Overall Student Growth Rating													
AND													
Process used to determine Overall Student Growth Rating as H/E/L	<table><tr><td colspan="2">Determining H,E,L for Overall Student Growth Trend Rating</td></tr><tr><td colspan="2"><p>Step 1. Once the annual Student Growth Trend Ratings are compiled for each year available, the following points will be applied to each of these ratings and used in calculating the average for the <u>Overall Student Growth Trend Rating</u>:</p><ul style="list-style-type: none">▪ HIGH Student Growth Rating = 3 points▪ EXPECTED Student Growth Rating = 2 points▪ LOW Student Growth Rating = 1 point<p>Step 2. To find the average for the <u>Overall Student Growth Trend Rating</u>, teachers and primary evaluators must use the following formula when 3 years of data is available.</p><p>.333(YR 1A)+ .333(YR 2A)+.333(YR 3A)=<u>Overall Student Growth Trend Rating</u></p><p>Step 3. The average must then be used to determine H/E/L for <u>Overall Student Growth Trend Rating</u> as indicated in the chart below.</p><table><tr><td>Overall Average Score</td><td>Overall Student Growth Trend Rating</td></tr><tr><td>2.5-3.0</td><td>HIGH</td></tr><tr><td>1.5-2.49</td><td>EXPECTED</td></tr><tr><td>1.0-1.49</td><td>LOW</td></tr></table></td></tr></table>	Determining H,E,L for Overall Student Growth Trend Rating		<p>Step 1. Once the annual Student Growth Trend Ratings are compiled for each year available, the following points will be applied to each of these ratings and used in calculating the average for the <u>Overall Student Growth Trend Rating</u>:</p> <ul style="list-style-type: none">▪ HIGH Student Growth Rating = 3 points▪ EXPECTED Student Growth Rating = 2 points▪ LOW Student Growth Rating = 1 point <p>Step 2. To find the average for the <u>Overall Student Growth Trend Rating</u>, teachers and primary evaluators must use the following formula when 3 years of data is available.</p> <p>.333(YR 1A)+ .333(YR 2A)+.333(YR 3A)=<u>Overall Student Growth Trend Rating</u></p> <p>Step 3. The average must then be used to determine H/E/L for <u>Overall Student Growth Trend Rating</u> as indicated in the chart below.</p> <table><tr><td>Overall Average Score</td><td>Overall Student Growth Trend Rating</td></tr><tr><td>2.5-3.0</td><td>HIGH</td></tr><tr><td>1.5-2.49</td><td>EXPECTED</td></tr><tr><td>1.0-1.49</td><td>LOW</td></tr></table>		Overall Average Score	Overall Student Growth Trend Rating	2.5-3.0	HIGH	1.5-2.49	EXPECTED	1.0-1.49	LOW
Determining H,E,L for Overall Student Growth Trend Rating													
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Overall Average Score	Overall Student Growth Trend Rating												
2.5-3.0	HIGH												
1.5-2.49	EXPECTED												
1.0-1.49	LOW												

Ensuring Quality	The Henderson County School District must monitor individual school practices for setting and achieving Student Growth Goal(s). Teachers and evaluators must employ all measures listed in the Henderson County District Certified Evaluation Plan ensuring appropriate rigor and comparability when determining the <u>Overall Student Growth Rating</u> .
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TABLE 16: Example for Teacher with 3 Years of LGT and SGP Student Growth Data

Determining Student Growth Trend Rating				
Year	LGT (Local Growth Total) 100% in Non-state Assessed Grade Levels or Content	SGP (State-Student Growth Percentile)	Yearly Average .8(LGT)+.2(SGP)	Each Year's Yearly Average Multiplied by .333 (Round to nearest hundredth)
2014-15	Formative data collected, but NOT utilized for evaluation decisions			
2015-16	High (3)	Expected (2)	$.8(3)+.2(2)=2.8$	$2.8 \times .333=.93$
2016-17	Expected (2)	Expected (2)	$.8(2)+.2(2)=2.0$	$2.0 \times .333=.67$
2017-18	Low (1)	Low (1)	$.8(1)+.2(1)=1.0$	$1.0 \times .333=.33$
Add final column to identify Student Growth Trend Rating then apply table 15.1 to determine the Overall Student Growth Trend Rating.				Expected .93+.67+.33=1.93

Table 16.1

Overall Average Score	Overall Student Growth Trend Rating
2.5-3.0	HIGH
1.5-2.49	EXPECTED
1.0-1.49	LOW

Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from LGT and SGP (where available), and will be considered in a 3 year cycle (when available).

Professional Practice

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback and evaluation. Supervisors will organize and analyze evidence for individual educators based on these descriptions of practice. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in

relation to performance described under each Domain at the culmination of an educator's cycle. The evaluator will determine, based on evidence, a summative rating for each domain. All ratings must be recorded in CIITS.

Table 17: Criteria for Educator's Professional Practice Rating

Minimum Criteria for Determining an Educator's Professional Practice Rating	
If...	Then...
Domains 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 or 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 or 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Domains 1 and 4 are INEFFECTIVE	Professional Practice Rating shall not be ACCOMPLISHED or EXEMPLARY
Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	Professional practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Overall Performance Category for Professional Practice/Student Growth

In 2014-15, the Overall Performance Category is based entirely on the Professional Practice Rating for evaluation purposes.

Student Growth is not included in the Overall Performance Category until 2015-16.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's rating on professional practice and student growth. The evaluator determines the overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district developed rubrics (see local contribution for student growth) and decision rules that establish a common understanding of performance thresholds to which all educators are held.

The following steps determine an educator's Overall Performance Category:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decisions Rules for determining an educator's Professional Practice Rating.
3. Use the Student Growth goal instrument to determine overall Student Growth Trend Rating.

4. Apply State Overall Decision Rules for determining educator's Overall Performance Category.

Table 18: Criteria for Determining Educator's Overall Performance Category

Minimum Criteria for Determining an Educator's Overall Performance Category		
Professional Practice Rating	Student Growth Trend Rating	Overall Performance Category
EXEMPLARY	High or Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected or Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected or Low	INEFFECTIVE

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice Rating and Student Growth Rating, principals will help teachers determine the type of Professional Growth plan and the length of the summative cycle will be determined using the charts below for tenured and non-tenured teachers.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS			
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal set by teacher with evaluator input One goal must focus on low student growth outcome Formative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goals set by teacher with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative review annually Summative occurs at the end of year 3.
	ACCOMPLISHED		
	DEVELOPING	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) Determined by Evaluator Goals focus on professional practice and student growth Plan activities designed by evaluator with teacher input Summative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) set by teacher with evaluator input; one must address professional practice or student growth. Formative review annually.
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goal(s) determined by evaluator Focus on low performance area Summative at end of plan 	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) Determined by Evaluator Goals focus on professional practice and student growth Plan activities designed by evaluator with teacher input Formative review at mid-point Summative review
		LOW	HIGH
		STUDENT GROWTH RATING	

RATING		EDUCATOR PLAN FOR NON-TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Summative review annually 	SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year. 	
	ACCOMPLISHED			
	DEVELOPING	DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal Determined by evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Summative review annually. 	SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Summative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> • Goal Determined by evaluator • Plan activities designed by evaluator/designee • Focus on low performance area • Summative at end of plan 		DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal Determined by evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan
		LOW	EXPECTED	HIGH
		STUDENT GROWTH TREND RATING		

PRINCIPAL AND ASSISTANT PRINCIPAL
PROFESSIONAL GROWTH AND
EFFECTIVENESS SYSTEM

Principal (and Assistant Principal) Professional Growth and Effectiveness System (PPGES)

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

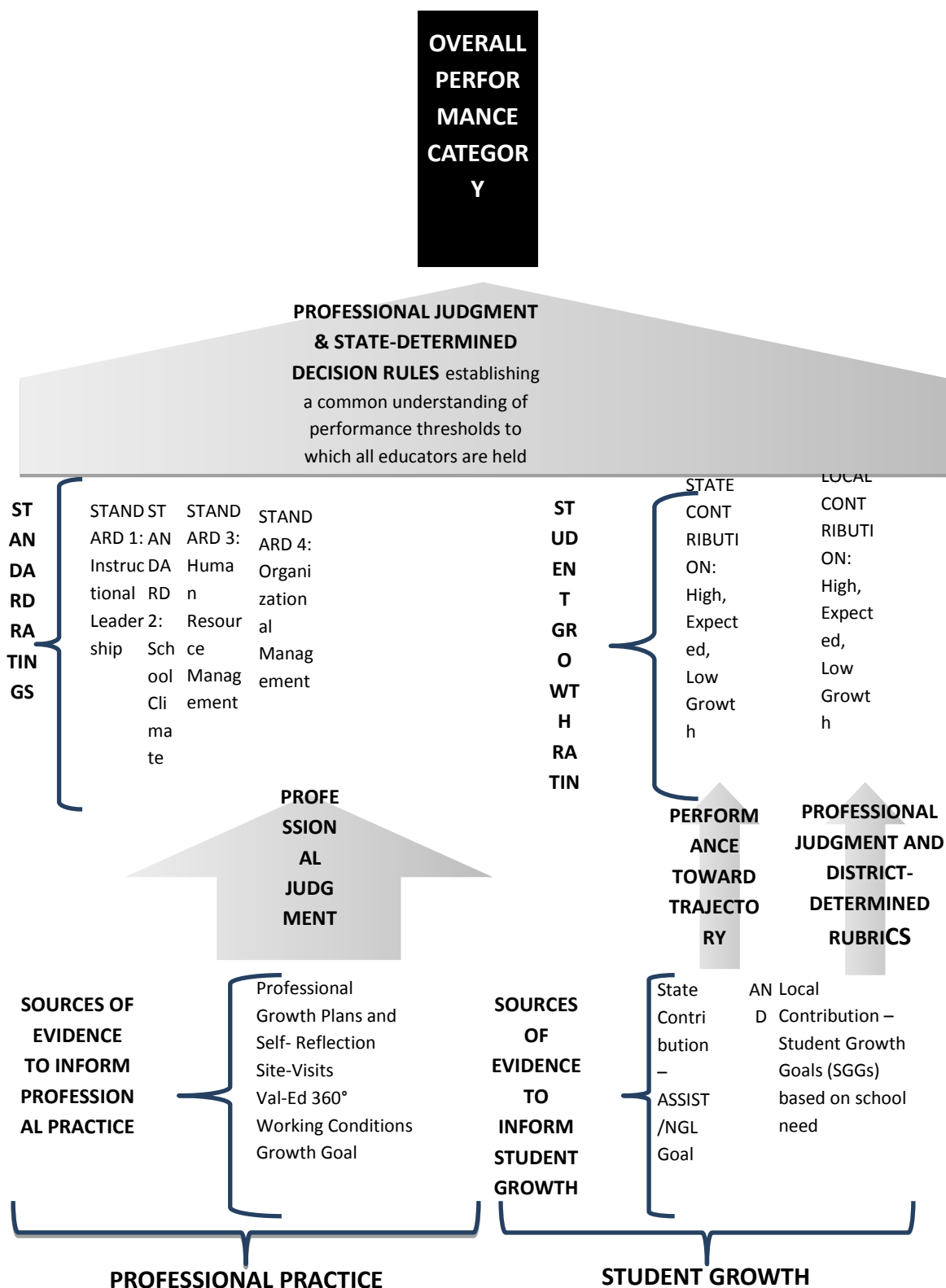
Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Documentation:** artifacts created in the day to day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers , observation certification training.
4. **Evaluatee:** district/school personnel that is being evaluated
5. **Professional Growth Plan:** an individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school. district data, is produced in consultation with the evaluator.
6. **Performance Levels:** general descriptors that indicate the principal's performance. Principals can be rated : Ineffective, Developing, Accomplished, or Exemplary of the scale.
7. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the six performance standards.
8. **Performance Standards:** guiding standards that provide a defined set of common purposes and expectations the guide effective leadership. Standards are: instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
9. **School Site Visits:** a visit to provide information on a variety of work contributions made by principals. Examples include, but are not limited to, from watching a principal interacting with others, conducting a program, or shadowing a principal
10. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
11. **SMART :** Acronym used to develop a goal: Specific, Measurable, Appropriate, Realistic, Time Bound.
12. **TELL Kentucky:** a working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

13. **Val-Ed 360:** an assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his supervisor, and teachers.
14. **Val Ed 360 Point of Contact (PoC):** person selected at the district and school level to assist in the facilitation of the Val Ed 360 survey.
15. **Working Conditions Goal:** goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.
16. **For additional definitions and roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best practice through the standards of instructional Leadership; School Climate; Human Resource Management; Organizational management; Communication & Community Relations, and Professionalism. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished and Exemplary. It is projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Table 19: Evidence for Principal Performance Standards

Evidence for Principal Performance Standards	
Required Evidence:	Optional Categories of Evidence:
Professional Growth Planning	Products of Practice
Self Reflection	Other sources (ie. Surveys)
Evaluator Site visits (minimum of 2 per year)	
Val-Ed 360	
TELL Working Conditions Goal	
State & Local Student Growth Goal Data (not applicable for evaluation purposes until 2015-16)	

In 2014-15, the Overall Performance Category is based entirely on the Professional Practice Rating for evaluation purposes

Student Growth is not included in the Overall Performance Category until 2015-16.

Professional Growth Planning and Self Reflection

Principals and assistant principals shall complete Professional Growth Planning and Self Reflection each year. The Professional Growth Plan will address realistic, focused and measurable professional goals. The plan will connect data from multiple sources, including site visit conferences, data on student growth and achievement, and professional growth needs identified through self assessment and reflection. Self reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Table 20: Self Reflection & Professional Growth Plan

Self-Reflection & Professional Growth Plan (PGP) Principals & Assistant Principals			
Activity	Timeline	Responsible staff	Resource
Complete Self-reflection using Performance Standards & Survey Results	By September 15 th (Data portion to be completed within 10 days after receiving state assessment data)	Principal Assistant Principal	<i>Reflective Practice Student Growth, TELL KY Working Conditions and Professional Growth Planning Template</i> Survey Results (i.e. TELL/Val Ed/other) Performance Standards
Principal & Superintendent Review of Self Reflection & collaboratively develop PGP	By September 30 (Data portion to be completed within 10 days after receiving state assessment data)	Principal in collaboration with Superintendent/Designee Assistant Principal in collaboration with principal	<i>Reflective Practice Student Growth, TELL KY Working Conditions and Professional Growth Planning Template</i> Survey Results (TELL/Val Ed/other) Performance Standards
Mid-year review	By Jan 10	Principal with Superintendent/designee Assistant Principal in collaboration with principal	<i>Reflective Practice Student Growth, TELL KY Working Conditions and Professional Growth Planning Template</i> Survey Results (TELL/Val Ed/other) Performance Standards
Final PGP Review Documentation/artifacts	By April 30	Principal with Superintendent/designee Assistant Principal in	<i>Reflective Practice Student Growth, TELL KY Working Conditions and Professional Growth</i>

		collaboration with principal	<i>Planning Template</i> Survey Results (TELL/Val Ed/other) Performance Standards
Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data.			

Site Visits-Complete by supervisor of principal (formal site visits are not required for assistant principals.)

Site visits are a method by which the superintendent/designee gains insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

Table 21: Principal Site Visits

Superintendent/Designee Site Visits	
Activity	A minimum of 2 site visits shall occur annually, with one site visit scheduled with faculty and/or students present.
Location	School
Timeline	Visit # 1 prior to December 31 for a minimum of 1 hour Visit # 2 by April 15 for a minimum of 1 hour
Superintendent/designee	<ul style="list-style-type: none"> Schedule & conduct each site visit Complete observation/site visit form Schedule & conduct post conference/mid-year review/summative conference
Resource	<ul style="list-style-type: none"> <i>Observation/Site Visit Form</i> Performance Standards documentation All other evidence: surveys, self-reflection, PGP, SGG
Conference expectations	<ul style="list-style-type: none"> Reference the <i>Observation/Site Visit</i> template suggested guiding questions/prompts for Performance Standard conversations Superintendent/designee shall provide feedback on: Performance Standards/SGG/PGP/principal practice/ additional supporting evidence
Site Visits Connected to Performance Standards	Superintendent/designee shall gain insight and provide feedback on Performance Level of Performance Standards from observation, evidence, and conversation.

Val Ed 360-completed for principals (not completed for assistant principals).

The Val Ed 360 is an assessment that provides feedback on a principal's learning centered behaviors by using input from the principal, his supervisor, and teachers. All teachers will

participate in the Val Ed 360. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

Table 22: Val Ed 360

Val Ed 360 (Conducted at least once every two years in the school year that TELL Kentucky is not administered.)	
District Point of Contact	Director of Human Resources OR superintendent/designee
Frequency	Shall be given once per school year by January 15 every two years in the school year that TELL Kentucky is not administered
Timeline	The principal shall implement a schedule to provide equal access for all teachers
Use of results	Inform principal practices for reflection and professional growth in regard to learning centered leadership behaviors to inform the development of the SGG and PGP, with respect to teacher, supervisor and personal perceptions.
Access to results (results will be confidential)	<ul style="list-style-type: none"> • District Point of Contact • Superintendent/designee • Principal

Working Conditions Goal (goal inherited by assistant principal)

Principals are responsible for setting a 2 year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. The Assistant Principal inherits the Working Conditions Goal (WCG) of the Principal. Principals/Assistant principals may provide Products of Practice/other sources of evidence as additional evidences to support the assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the standards. The table below provides details regarding the Working Conditions Goal for the Principal and the Assistant Principal. (See Table 21)

Table 23: Working Conditions Goal

Working Conditions Goal (WCG) for Principals & Inherited by Assistant Principals	
Activity	Creation of WCG using TELL KY Survey
Responsible Staff	Certified staff in each school & principal/assistant principal
Timeline	Every 2 years
Working Conditions Goal	1 goal minimum (of a two year goal) after the completion of the TELL Kentucky Survey

Process for Development of WCG Action Plan	<ul style="list-style-type: none"> Principal and superintendent/designee identify areas of greatest need of improvement based on the TELL questions to select the growth area that will have the greatest impact on school culture/student success Principal and superintendent/designee will identify Target Questions from TELL results Principal and superintendent/designee will connect the Target Questions to the appropriate Performance Standard for the WCG Goal. Principal and superintendent/designee will write the WCG statement using SMART format and ensuring rigor to be accomplished in the 2 year cycle Principal and superintendent/designee will develop a WCG Action Plan with strategies, actions, resources, supports and completion dates All decisions shall be determined in a collaborative process
WCG Rubric	<ul style="list-style-type: none"> Principal and superintendent/designee will develop a WCG Rubric with four performance levels to assess the WCG Performance levels will be Ineffective, Developing, Accomplished and Exemplary with each performance level identifying the % of agreement identifying with each performance level <p>Example WCG:</p> <p>Question 7.1 School leadership consistently supports teachers.</p> <p>Results: 52% of teachers were in agreement based upon the last TELL survey in 2011-12.</p> <p>WCG: Based upon TELL results of 2011-12, only 52% of teachers were in agreement that school leadership consistently supports teachers. By the 2013 TELL survey, 70% of teachers will indicate agreement that school leadership consistently supports teachers.</p> <p>Results: Based upon the TELL results of 2013, 65% of teachers indicated agreement that school leadership consistently supports teachers.</p> <p>Applying the following rating with the growth of + or – 10% scale.</p> <p>Exemplary: Above Accomplished Goal Accomplished: + or - 10% of goal Developing: Baseline to +or -10% of goal</p>

	<p>Ineffective: Below the Baseline</p> <p>Example:</p> <p>Exemplary=Above 77% Accomplished= 63-77% Developing=52-62% Ineffective=<52%</p> <p>Based upon the result of 65% of teachers in agreement, the WCG=Accomplished</p>
Conducting mid year review	<ul style="list-style-type: none"> • By Jan 10 • In person review with principal & Superintendent/designee using <i>Reflective Practice Student Growth, TELL KY Working Conditions Goal and Professional Growth Planning Template; part C Principal's TELL SCG</i> • To inform the mid year review process, principals should provide information such as: engaging staff in informal conversations that provide feedback on the progress of the WCG, conduct a survey using identified questions from TELL as an interim measure of growth, use results from a variety of sources linked to TELL questions that inform growth toward the WCG • Superintendent/designee update Site Visit Template
Additional WCG Evidence Products of Practice	<p>The following products of practice may be used to inform the WCG and must yield information related to the performance standards:</p> <ul style="list-style-type: none"> • SBDM minutes • Faculty meeting artifacts • Department/grade level artifacts • PLC artifacts • Leadership meeting artifacts • Instructional round/walk through documentation • Budgets/audit information • EILA professional learning experience documentation • Surveys • Professional organization memberships • Parent/community engagement surveys • Parent/community engagement events documentation • School schedules • Other evidence related to practice within the domains

Student Growth

In 2014-15, the Overall Performance Category is based entirely on the Professional Practice Rating for evaluation purposes.

Student Growth is not included in the Overall Performance Category until 2015-16.

Student Growth Rating

The Student Growth Rating for principals is based on Student Growth Goals- with both state and local contributions.

State contribution-- Principals are responsible for setting at least one SGG for state contribution that is tied directly to the Comprehensive School Improvement Plan (CSIP) located in ASSIST. These ASSIST/Next Generation Learners (NGL) Goal(s) are based on the Interim Trajectory Targets. New goals/targets, as found in ASSIST, are identified each year. All SGG's are inherited by the assistant principal(s) in the building.

Elementary School principals must choose one of the following ASSIST Goals and Objectives in the School Report Card for the state contribution of the principal's SGG(s):

- ✓ Decreasing achievement gaps between disaggregated groups of students
- ✓ Increasing the average combined reading and math KPREP scores

Middle School principals must choose one of the following ASSIST Goals and Objectives in the School Report Card for the state contribution of the principal's SGG(s):

- ✓ Decreasing achievement gaps between disaggregated groups of students
- ✓ Increasing the average combined reading and math KPREP scores
- ✓ Increasing the percentage of College and Career Ready students

High Schools principals must choose one of the following ASSIST Goals and Objectives in the School Report Card for the state contribution of the principal's SGG(s):

- ✓ Decreasing achievement gaps between disaggregated groups of students
- ✓ Increasing the average combined reading and math KPREP scores
- ✓ Increasing the percentage of College and Career Ready students
- ✓ Increasing the average percentage of freshman graduation

Process for Determining the Principal's SGG for the State Contribution:

The superintendent and principal will agree upon at least one annual ASSIST goal and objective from the school report card to develop the state contribution for the principal's SGG. The principal's SGG must be based on an Interim Trajectory Target (ITT), calculated from the current year's delivery target (DT) minus the prior year's actual score (AS) as found in ASSIST. The Interim Trajectory Target becomes the principal's state contribution for the SGG.

Example:

Combined Reading and Mathematics - Percentage Proficient/Distinguished													
Level	Target Type	2011-2012			2012-2013			2013-2014			2014-2015		
		School	District	State	School	District	State	School	District	State	School	District	State
Elementary School - All Students	Delivery Target				51.9	51.9	49.8	57.3	57.3	55.4	62.6	62.6	60.9
	Actual Score	46.6	46.6	44.2	47.1	47.1	45.9						
	Met Target				No	No	No						

The Actual Score for *Combined Reading & Mathematics-Percentage Proficient/Distinguished* in 2012-13 was 47.1. The Delivery Target for 2013-14 is 57.3. Therefore, the expected Interim Trajectory Target would be calculated as:

$$57.3 \text{ (Delivery Target)} - 47.1 \text{ (Actual Score)} = 10.2 \text{ (Interim Trajectory Target)}$$

Interim Trajectory Target/Principal SGG for 2013-14 is 10.2

Developing the Action Plan for the State Contribution for the Principal's SGG

Using the *Reflective Practice Student Growth*, *TELL KY Working Conditions Goal and Professional Growth Planning Template*, the principal and superintendent must then agree to the specific strategies the principal will implement to achieve the Student Growth Goal. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement-not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

Determining High, Expected, or Low for State Contribution

When the next scores are available in ASSIST, apply the following table to determine the High, Expected, or Low rating for the State Contribution of the principal's SGG(s).

Table 24: SGG State Contribution H, E, and L Ratings

Rating	Percentage of Interim Trajectory Target/Principal's SGG	Actual Score
High	≥80% of the target	To Be Determined in the School Report Card

Expected	70-79% of the target	To Be Determined in the School Report Card
Low	≤69% of the target	To Be Determined in the School Report Card
*Round to the nearest whole number between performance levels		

In order to find H, E, or L Rating, the Interim Trajectory Target is multiplied by the percentage of the target required for that level. An example is provided below that illustrates the numerical score required to earn each rating.

Table 25: Example State Contribution for a Principal SGG Interim Trajectory Target

Ex: 2013-2014 State Contribution for the Principal's SGG if the Interim Trajectory Target is **10.2**

Rating	Percentage of Interim Trajectory Target/Principal's SGG	2013-2014 Actual Score		
High	≥80% of the 10.2 target	≥8.16		
Expected	70-79% of the 10.2 target	7.14 to 8.15		
Low	≤69% of the 10.2 target	≤7.13		

If the Actual Score for *Combined Reading & Mathematics-Percentage Proficient/Distinguished* in 2013-14 is 56.9, then 56.9 (2013-2014 Actual Score) - 47.1 (2012-2013 Actual Score) = 9.8 (2013-2014 Attained Results). Because the Attained Results of 9.8 are greater than 8.16 or 80% of the ITT target, then the principal's State Contribution Rating is **High**.

Table 26: Overview of State Contribution for Principal's Student Growth Goal(s)

Student Growth Goal –State Contribution for Principals (inherited by Assistant Principals)	
SGG Criteria	<ul style="list-style-type: none"> Principal sets a minimum of 1 SGG tied directly to the CSIP in ASSIST using NGL trajectory; based on GAP population unless the Local goal is based on GAP population.
Process to determine Interim Trajectory Targets/ Principal Growth Goal(s)	<ul style="list-style-type: none"> If the ASSIST long term goal(s)/objective(s) is/are set to be accomplished by 2017, then the principal and superintendent should establish Interim Trajectory Target(s) to achieve the long term goal for 2017. The principal will establish new principal SGG(s) each year based on ASSIST goals and objectives. The interim trajectory target would be calculated based on the current year's annual Delivery Target (DT) minus the prior year's Actual Score (AS), as found in the School Report Card. The Interim Trajectory Target becomes the

	<p>principal's goal for the State Contribution for the Student Growth. See example below:</p> $57.3(2013-14 \text{ DT}) - 47.1 (2012-13 \text{ AS}) = 10.2 (2013-14 \text{ ITT})$ <ul style="list-style-type: none"> Based on the formula above, the Interim Trajectory Target/Principal SGG for 2013-14 State Contribution is 10.2 								
Process to determine high, expected, low growth	<ul style="list-style-type: none"> See H,E,L Chart This process for setting H,E,L is identical to the TPGES for setting proficiency target levels-H,E,L <table border="1"> <thead> <tr> <th></th><th>SGG State Contribution H,E, and L</th></tr> </thead> <tbody> <tr> <td>HIGH</td><td>≥80% of the target</td></tr> <tr> <td>EXPECTED</td><td>70-79% of the target</td></tr> <tr> <td>LOW</td><td>≤69% of the target</td></tr> </tbody> </table>		SGG State Contribution H,E, and L	HIGH	≥80% of the target	EXPECTED	70-79% of the target	LOW	≤69% of the target
	SGG State Contribution H,E, and L								
HIGH	≥80% of the target								
EXPECTED	70-79% of the target								
LOW	≤69% of the target								
Principal and Superintendent Responsibilities	<ul style="list-style-type: none"> The principal and superintendent must agree to the specific strategies the principal will implement to reach the objective percentage for each year. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement. 								

Local Contribution—Based on School Need (inherited by Assistant Principal)

Goal Criteria

Each principal will be required to develop one (1) SGG for the Local Contribution, which includes a proficiency and growth target. The SGG must meet the following criteria:

- ✓ Determining Needs (based on trend data)
- ✓ Creating specific growth goals based on baseline data
- ✓ Creating and implementing leadership and management strategies
- ✓ Monitoring progress through on going data collection (formative data)
- ✓ Determining goal attainment

The Local Contribution for Student Growth must be based on school need and may parallel the State Contribution, or it may be developed with a different academic focus for improving math, reading, science, social studies, program review, or CTE programs. The Local Contribution for Student Growth must encompass enduring skills, processes, understandings or concepts that

students are expected to master by taking a particular course(s). The goal(s) must be rigorous and congruent with the appropriate academic/industry standards and written in SMART goal format. The Local Contribution must also allow high and low achieving students to adequately demonstrate knowledge and must include a growth target and a proficiency target. The Local Contribution must address GAP, if the State Contribution did not.

Process of Developing Local Goals

The principal and superintendent/designee shall collaboratively develop the principal's SGGs for the Local Contribution using the Henderson County Student Growth Goal Setting Protocol and the Performance Levels designed for establishing both proficiency and growth targets.(See the Appendix ____)

Process to Determine High, Expected, and Low Ratings for Proficiency/Growth Targets

The process for determining the high, expected, and low ratings for proficiency/growth targets will utilize the chart below. The principal will receive a rating for the proficiency target and a rating for the growth target.

For example, a principal may receive a low proficiency rating but receive a high growth rating for the Local Contribution. Once these two ratings are established, a matrix will be applied to determine the Overall Local Growth Contribution for Principal SGG(s).

Table 27: Proficiency and Growth Target Ratings

Proficiency and Growth Target Ratings				
Proficiency Rating	Proficiency Target		Growth Target	Growth Rating
High	≥80% of the target		≥80% of the target	High
Expected	70-79% of the target		70-79% of the target	Expected
Low	≤69% of the target		≤69% of the target	Low

Determining the Annual Overall Rating (H, E, L) of the Local Growth Contribution for each SGG

After establishing the proficiency and growth target ratings for the Local Contribution of the Principal's SGG(s), an Overall Rating for H,E,L must be determined. To determine this Overall Rating for a Local Growth Contribution (LGC), the *Henderson County District Decision Matrix*

for Determining Local Contribution for Student Growth Goal(s) must be used. See Matrix below.

Table 28: District Decision Matrix for Local Growth Contribution for SGG

District Decision Matrix for Determining Local Growth Contribution for Student Growth Goal Targets (Proficiency and Growth)				
Proficiency Target	High (≥80% of target)	H,L = Expected	H,E = High	H,H = High
	Expected (70-79% of target)	E,L = Expected	E,E = Expected	E,H = High
	Low (≤69% of target)	L,L = Low	L,E = Expected	L,H = Expect
		Low (≤69% of target)	Expected (70-79% of target)	High (≥80% of target)
Growth Target				

Using the *Henderson County District Decision Matrix for Determining Local Contribution for Student Growth Goal(s)*, a principal's Overall Rating is established. For example, a principal who receives a Low Proficiency Rating and a High Growth Rating, would receive an Overall Rating for the Local Contribution of Low, High (L,H) = **Expected**.

Expected = 2 points.

- **HIGH** Student Growth Rating = **3 points**
- **EXPECTED** Student Growth Rating = **2 points**
- **LOW** Student Growth Rating = **1 point**

Table 29: Principal's Student Growth Goal(s)/Local Contribution

Local Contribution Goal for Principals (inherited by assistant principal)	
Criteria	<ul style="list-style-type: none"> • The superintendent/designee and principal must determine the exact number of local SGGs by mutual consent. • At least one (1) goal must focus on student achievement. • Be congruent with appropriate academic/industry standards

	<ul style="list-style-type: none">• Encompass enduring skills, processes, understandings or concepts that students are expected to master in a particular course(s);• Allow high and low achieving students to adequately demonstrate knowledge and must include a growth target and a proficiency target• Must be rigorous and SMART• Must include a GAP population, if the State Contribution does not																									
Process to develop Local Contribution for SGG	<ul style="list-style-type: none">• The principal & superintendent/designee collaboratively develop the principal’s SGGs.• See Appendix ____ for setting the PPGES Local Contribution for SGG. See the Henderson County Student Growth Goal Protocol. The process is the same for setting the local contribution for the PPGES SGG as it is for setting the TPGES SGG for teachers.																									
Process to determine High, Expected, and Low Ratings for Proficiency/ Growth Targets	<ul style="list-style-type: none">• The process for setting H, E, and L is identical to the TPGES process. <table><tr><th colspan="5">Proficiency and Growth Target Ratings</th></tr><tr><th>Proficiency Rating</th><th>Proficiency Target</th><th></th><th>Growth Target</th><th>Growth Rating</th></tr><tr><td>High</td><td>≥80% of the target</td><td></td><td>≥80% of the target</td><td>High</td></tr><tr><td>Expected</td><td>70-79% of the target</td><td></td><td>70-79% of the target</td><td>Expected</td></tr><tr><td>Low</td><td>≤69% of the target</td><td></td><td>≤69% of the target</td><td>Low</td></tr></table>	Proficiency and Growth Target Ratings					Proficiency Rating	Proficiency Target		Growth Target	Growth Rating	High	≥80% of the target		≥80% of the target	High	Expected	70-79% of the target		70-79% of the target	Expected	Low	≤69% of the target		≤69% of the target	Low
Proficiency and Growth Target Ratings																										
Proficiency Rating	Proficiency Target		Growth Target	Growth Rating																						
High	≥80% of the target		≥80% of the target	High																						
Expected	70-79% of the target		70-79% of the target	Expected																						
Low	≤69% of the target		≤69% of the target	Low																						
Determining the Overall Rating (H, E, L) of the Local Growth Contribution for a Principal’s single SGG	Overall Student Growth Rating results from a combination of professional judgment and a district developed instrument, <i>Henderson County District Decision Matrix for Determining Local Contribution for Student Growth Goal(s)</i> .																									

District Decision Matrix for Determining Local Growth Contribution for Student Growth Goal Targets (Proficiency and Growth)				
Proficiency Target	High (≥80% of target)	H,L = Expected	H,E = High	H,H = High
	Expected (70-79% of target)	E,L = Expected	E,E = Expected	E,H = High
	Low (≤69% of target)	L,L = Low	L,E = Expected	L,H = Expect
		Low (≤69% of target)	Expected (70-79% of target)	High (≥80% of target)
Growth Target				

This instrument is designed to aid the superintendent/designee in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both local and state contributions. In order to determine the Overall Rating for a Local Growth Contribution(LGC), the *Henderson County District Decision Matrix for Determining Local Contribution for Student Growth Goal(s)* must be utilized.

Using the *Henderson County District Decision Matrix for Determining Local Contribution for Student Growth Goal(s)*, a principal's Overall Rating is established. For example, a principal who receives a Low Proficiency Rating and a High Growth Rating, would receive an Overall Rating for the Local Contribution of Low, High (L,H) = **Expected**.

Expected = 2 points.

- **HIGH** Student Growth Rating = **3 points**
- **EXPECTED** Student Growth Rating = **2 points**
- **LOW** Student Growth Rating = **1 point**

Table 30: Combining State Contribution & Local Contribution to get the Overall SGG Rating

<p>Combining State Contribution with Local Contribution to get the Overall SGG Rating for one (1) year</p>	<ul style="list-style-type: none"> Once the State Contribution Rating is established for the principal's SGG it must be weighted as 30% and combined with the Local Contribution weighted as 70%= to determine the Overall Student Growth Rating If a Principal has only one year of data, that would count for 100% of their growth total <ul style="list-style-type: none"> State Contribution is weighted 30% Local Contribution is weighted 70% <p>The following formula must be used when combining State (SGP) and Local (LGT) contributions:</p> <p style="text-align: center;">.7 (LGT) + .3 (SGP) = Annual Student Growth Rating</p>
<p>Combining State Contribution with Local Contribution to get the Overall SGG Rating for up to three (3) years of data</p>	<p>If a principal has an annual Overall Rating for SGG for only one year, this would count for 100% of their student growth. When only two years of data is available the Overall Rating will be a simple average. When a principal has established three years of trend data for both, the Overall Rating for SGG will be based on an average of the three years when available. See the step-by-step directions listed below.</p> <ul style="list-style-type: none"> Only one year of data = 100% of <u>Overall Student Growth Rating</u> Two years of data = each year must be equally weighted 50% in the <u>Overall Student Growth Trend Rating</u> Three years of data = the most recent 3 years must be equally weighted 33.3% in determining the <u>Overall Student Growth Trend Rating</u> <p>Step 1. Once the annual Student Growth Ratings are compiled for each year, the following points will be applied to each of these ratings and used in calculating the average for the <u>Overall Student Growth Trend Rating</u>:</p> <ul style="list-style-type: none"> HIGH Student Growth Rating = 3 points EXPECTED Student Growth Rating = 2 points LOW Student Growth Rating = 1 point <p>Step 2. To find the average for the <u>Overall Student Growth Trend Rating</u>, principals must use the following formula when 3 years of data is available. Annually, the <u>Overall Student Growth Rating</u> must be equally weighted in the calculation of the <u>Overall Student Growth Trend Rating</u> as follows. below)</p> <p>.333(YR 1A)+ .333(YR 2A)+.333(YR 3A)=Overall Student Growth Trend Rating</p> <p>Step 3. The average must then be used to determine H/E/L for <u>Overall Student Growth Trend Rating</u> as indicated in the chart below. (See Table 14 as example)</p>

	<table><tr><th colspan="5">Student Growth Trend Rating</th></tr><tr><th>Year</th><th>LGC (Local Growth Contribution)</th><th>SGC (State Contribution)</th><th>Yearly Average .70(LGC)+.3 (SGC)</th><th>Each year's yearly Average multiplied by .333 (round to nearest hundredth)</th></tr><tr><td>2014-15</td><td colspan="4">Formative Data will be collected, but NOT utilized for personnel decisions.</td></tr><tr><td>2015-16</td><td>HIGH (3)</td><td>EXPECTED (2)</td><td>.7(3)+.3(2)=2.7</td><td>HIGH 2.7 X .333=.90</td></tr><tr><td>2016-17</td><td>EXPECTED (2)</td><td>EXPECTED (2)</td><td>.7(2)+.3(2)=2.0</td><td>EXPECTED 2.0 X .333=.66</td></tr><tr><td>2017-18</td><td>LOW (1)</td><td>LOW (1)</td><td>.7(1)=.3(1)=1.0</td><td>LOW 1.0X.333=.333</td></tr><tr><td colspan="4">Add final Column to identify Student Growth Trend Rating</td><td rowspan="4">EXPECTED .90+.66+.333=1.90</td></tr><tr><td colspan="2">Overall Average Score</td><td colspan="2">Overall Student Growth Trend Rating</td></tr><tr><td colspan="2">2.5-3.0</td><td colspan="2">HIGH</td></tr><tr><td colspan="2">1.5-2.49</td><td colspan="2">EXPECTED</td></tr><tr><td colspan="2">1.0-1.49</td><td colspan="2">LOW</td><td></td></tr></table>					Student Growth Trend Rating					Year	LGC (Local Growth Contribution)	SGC (State Contribution)	Yearly Average .70(LGC)+.3 (SGC)	Each year's yearly Average multiplied by .333 (round to nearest hundredth)	2014-15	Formative Data will be collected, but NOT utilized for personnel decisions.				2015-16	HIGH (3)	EXPECTED (2)	.7(3)+.3(2)=2.7	HIGH 2.7 X .333=.90	2016-17	EXPECTED (2)	EXPECTED (2)	.7(2)+.3(2)=2.0	EXPECTED 2.0 X .333=.66	2017-18	LOW (1)	LOW (1)	.7(1)=.3(1)=1.0	LOW 1.0X.333=.333	Add final Column to identify Student Growth Trend Rating				EXPECTED .90+.66+.333=1.90	Overall Average Score		Overall Student Growth Trend Rating		2.5-3.0		HIGH		1.5-2.49		EXPECTED		1.0-1.49		LOW		
	Student Growth Trend Rating																																																								
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	2017-18	LOW (1)	LOW (1)	.7(1)=.3(1)=1.0	LOW 1.0X.333=.333																																																				
	Add final Column to identify Student Growth Trend Rating				EXPECTED .90+.66+.333=1.90																																																				
	Overall Average Score		Overall Student Growth Trend Rating																																																						
	2.5-3.0		HIGH																																																						
1.5-2.49		EXPECTED																																																							
1.0-1.49		LOW																																																							
Superintendent/ Designee Responsibilities	<p>Superintendent/Designee will determine an Overall Performance Category for each principal at the Summative evaluation year. The Overall Performance Category is informed by the principal's rating on professional practice and student growth.</p> <ul style="list-style-type: none">• Superintendent will adhere to timelines in the PPGES• Superintendent will place ratings in CIITS following state requirements.																																																								

Overview of Determining the Overall Performance Category

In 2014-15, the Overall Performance Category is based entirely on the Professional Practice Rating for evaluation purposes.

Student Growth is not included in the Overall Performance Category until 2015-16.

Superintendent/designees are responsible for determining an Overall Performance Category for each principal at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's rating on Professional Practice and Student Growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Standards as found in Domain rating, district developed rubrics (see local contribution for student growth) and

decision rules that establish a common understanding of performance thresholds to which all educators are held.

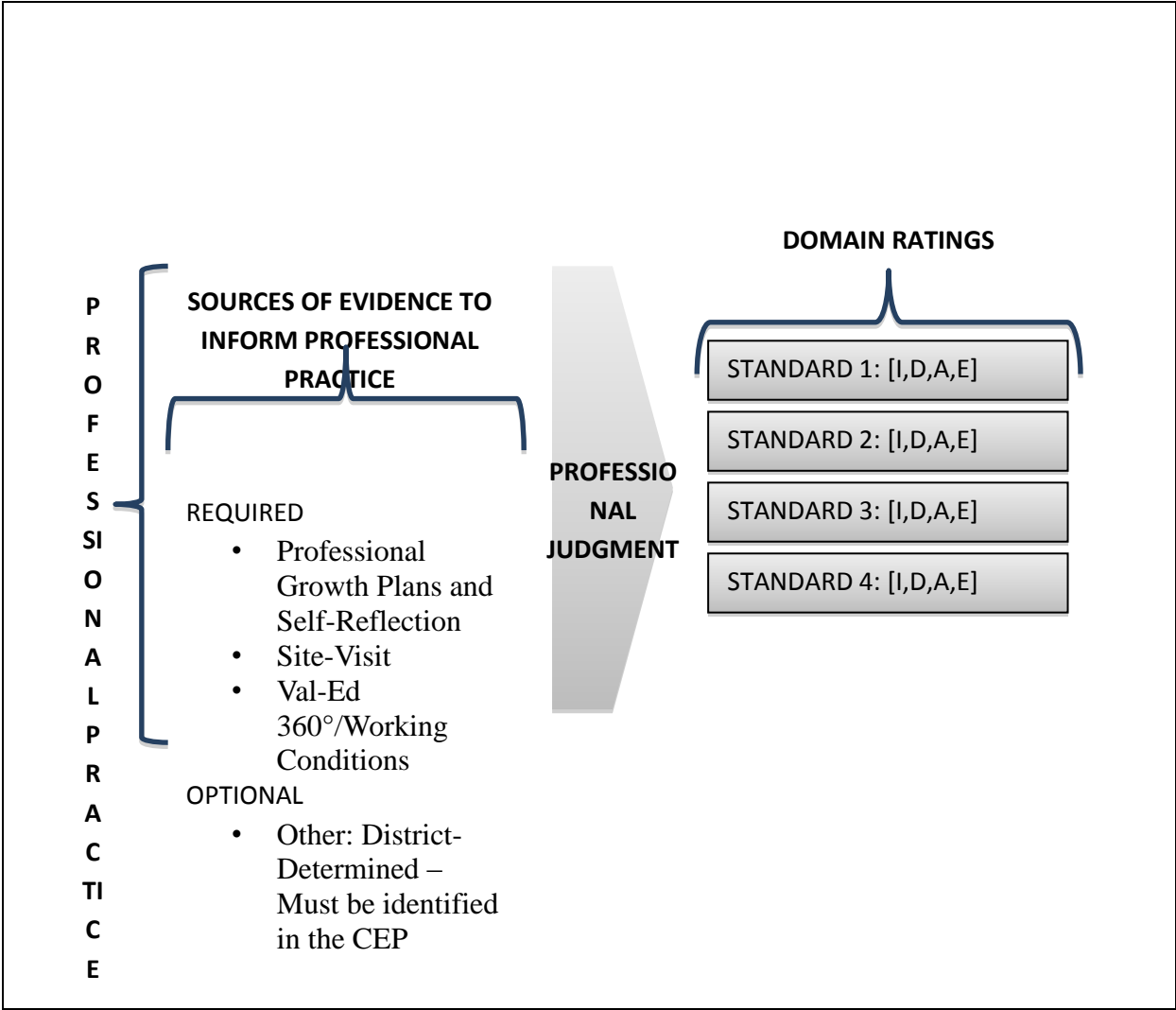
Step 1: Rating Overall Professional Practice

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category Rating.

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback and evaluation. Evaluators will organize and analyze evidence for individual educators based on these descriptions of practice. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. The evaluator will determine, based on evidence, a summative rating for each domain. All ratings must be recorded in CIITS.

See the next graphic for the Professional Practice rating.

Table 31: Overall Professional Practice Rating



Then, apply the Professional Practice Overall Rating to the Professional Practice Decision Rules matrix. See the following Decision Rules matrix.

Professional Practice Decision Rules

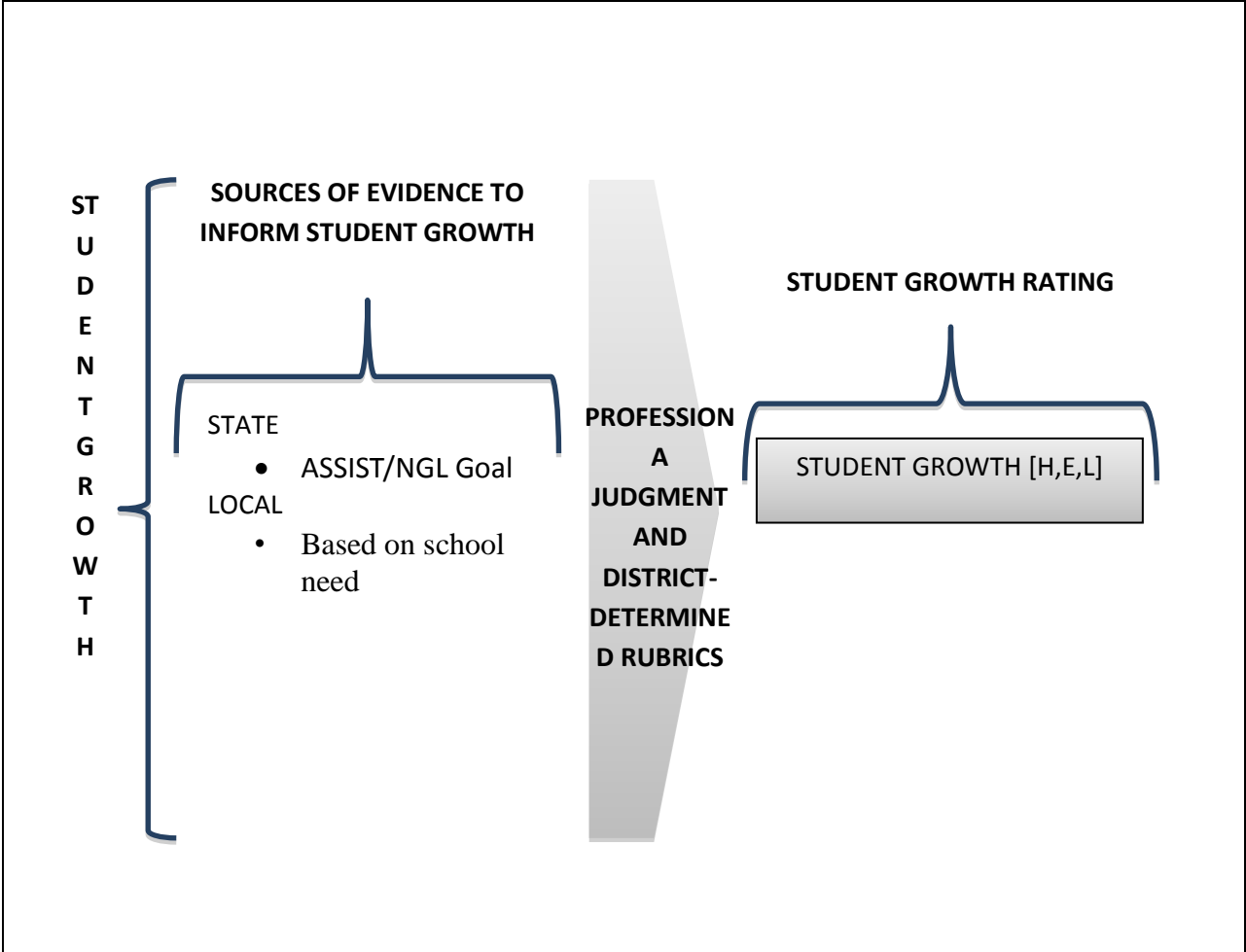
Table 32: Professional Practice Decision Rules

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

Step 2: Rating Overall Student Growth

The Overall Student Growth Rating is a result of a combination of professional judgment and the district developed instrument for summative student growth ratings. The designed instrument aids the evaluator in applying professional judgment to multiple evidences of student growth over time. The Overall Student Growth Rating must include the most recent data from both the local and state contribution, using up to 3 years of data (when available). Ratings will be recorded in CIITS. See the following graphic about Rating Overall Student Growth.

Table 33: Rating Overall Student Growth



Step 3: Determining the Overall Performance Category

A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. The evaluator must use the following decision rules for determining the Overall Performance Category

Then, apply the Overall Student Growth Goal rating with the Overall Professional Practice Rating to obtain the Overall Performance Category Rating from the matrix below.

Table 34: Determining the Overall Performance Category

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	Exemplary
	Low	Developing
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

Example of using the Criteria for Determining Overall Performance Category:

If a teacher received a Professional Practice Rating of **Developing** and received a Student Growth Rating of **High**, the Overall Performance Category would be **Accomplished**.

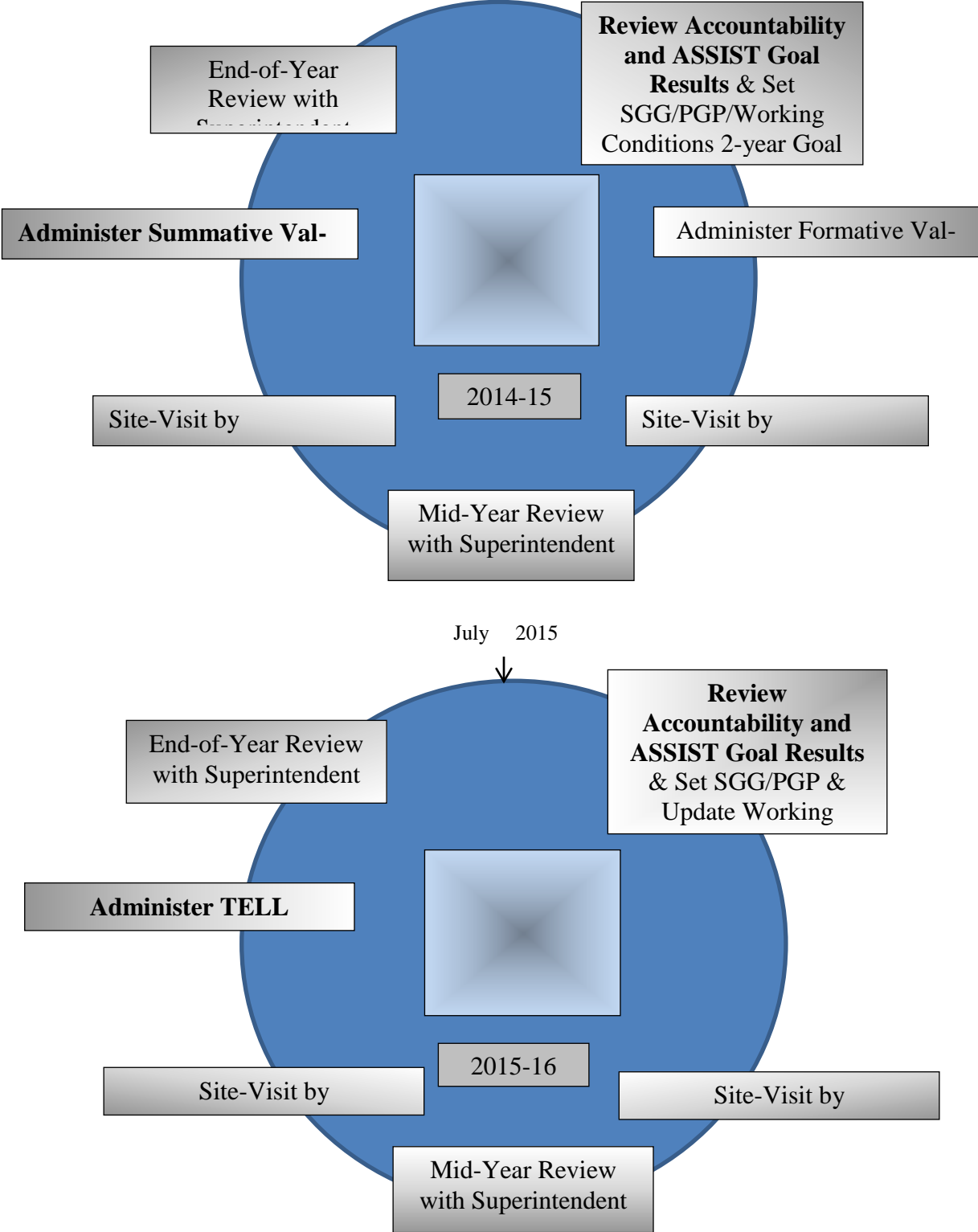
Determining the Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the Superintendent/Designee will determine the type of Professional Growth Plan required of the principal.

PERFORMANCE	Exemplary	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	"Shall" have a minimum of a self-directed growth plan
	Accomplished		"Shall" have a minimum of a self-directed growth plan	
	Developing	"Shall" have a minimum of a directed growth plan		"Shall" have a minimum of a self-directed growth plan
	Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)		
		Low Growth	Expected Growth	High Growth
GROWTH				

Sample Principal PGES Cycle: The following chart shows the required components for principals and assistant principals over the two year process. All principals and assistant principals will be evaluated every year.

Two Year Cycle of the PPGES



**Other Professionals Professional Growth and
Effectiveness System (OPGES)**

Purpose of OPGES

The purpose of OPGES is to meet the needs of other professionals who impact student learning without frequently being in the typical classroom. Rather than attempting to make the professionals fit into the structure of the classroom teacher effectiveness system, TPGES, personnel in the Other Professionals categories should not be evaluated using the TPGES system as their frameworks are different. During the 2014-15 year, OPGES will be piloted in Henderson County Schools. Full implementation is expected for the 2015-16 year. For the OPGES professionals, evaluation in the 2014-15 year will be done on the indicator and forms from the previous evaluation system. See this statement:

The current evaluation standards and procedures for “Other” (Occupational Therapists, Speech Language Pathologists, Counselors, Psychologist, Administrators other than principals and asst. principals, Media Specialist, etc...) included in this evaluation plan will remain in effect until the OPGES is fully implemented in Kentucky. OPGES is scheduled to be piloted in Kentucky during the 2014/15 school year. Those forms are following.

☐ Tenured ☐ Non-tenured

Plan: ☐ Growth ☐ Assistance ☐ Corrective

GUIDANCE COUNSELOR FORMATIVE INSTRUMENT

Guidance Counselor _____	School _____
Administrator _____	Date of Observation __ / __ / __

Standard 1: Guidance Program Management, Research and Evaluation

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.1 Defines needs and priorities.	<input type="checkbox"/> Meets	1.1 Promotes the guidance/counseling program as an integral part of the educational process.
		Comments: _____ _____ _____ _____ _____ _____ _____	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.2 Determines objectives.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.3 Communicates with stakeholders, including school councils, about the design, importance and effectiveness of the program.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.4 Organizes personnel, resources and activities to accomplish needs, priorities and objectives of school plan.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.5 Evaluates the program to ensure its contribution to the school's mission and goals.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.6 Uses information systems and technology.		

Standard 2: Developmental Guidance Curriculum

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.1 Assesses the developmental needs of students.	<input type="checkbox"/> Meets	2.1 Works closely with the staff/parents/community to facilitate the career and educational planning/transition of students to maximize opportunities for success.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.2 Addresses academic expectations and school-to-work initiatives.	<input type="checkbox"/> Meets	2.2 Develops and implements a guidance curriculum that consistently adjusts to the unique needs of the students, school, and community.
		Comments: _____ _____ _____ _____ _____ _____ _____	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.3 Prepares students for successful transitions.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.4 Evaluates results of guidance curriculum's impact.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.5 Modifies the guidance curriculum as needed to continually meet the needs of students.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.6 Guides individuals and groups of students through the development of educational and career plans.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.7 Provides guidance for maximizing personal growth and development.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.8 Teaches the school developmental guidance program.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.9 Assists teachers in teaching the guidance program.		

Standard 3: Individual/Small Group Counseling

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.1 Provides a safe, confidential setting in which students present their needs and concerns	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.1 Consistently provides a safe, nurturing, confidential atmosphere in which students seek assistance in conflict and crisis situations.
		Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.2 Promotes student wellness.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.3 Responds to crises.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.4 Communicates empathy and understanding.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.5 Utilizes a broad range of techniques and theories appropriate to school counseling.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices for students.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.7 Intervenes in problem/conflict situations and conducts follow-up sessions.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.8 Respects and nurtures the uniqueness of each student.		

Standard 4: Consultation/Collaboration

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 Consults with parents, staff, administrators and others to enhance their work with students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 Consistently works with students and school/community resources to remove barriers to, learning and support appropriate student behavior.
		Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.2 Interprets relevant information concerning the developmental needs of students.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.3 Reduces student learning barriers through direct referred services.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.4 Facilitates new student integration into the school environment.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.5 Works with teachers to provide support in crisis situations.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.6 Interacts with SBDM, school board, FRC/YSC Advisory Council and/or school committees.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.7 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.		

<input type="checkbox"/> Meets	4.8 Consults with external community and professional resources.
<input type="checkbox"/> Does Not Meet	

Standard 5: Assesses and Communicates Learning Results

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.1 Coordinates with school, community and SBDM personnel to provide resources for students.	<input type="checkbox"/> Meets	5.1 Seeks out and interacts whenever necessary with organizations in the community to provide services to meet various student needs.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.2 Uses an effective referral process for assisting students/others to use special programs/services.	Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.3 Identifies community agencies for referral of students.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.4 Facilitates successful transition from one educational level to the next.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet			

Standard 6: Assessment

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.1 Participates in the planning and evaluation of the district school testing program.	<input type="checkbox"/> Meets	6.1 Provides a well-organized system of guidance/counseling services and data systems to enhance the learning and assessment systems of the school/district, meet various student needs and communicate with students, parents and the community.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.2 Assesses, interprets and communicates learning results to students, faculty, parents, and community about aptitude, achievement, interests, and temperament and learning styles.	Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.3 Collaborates with staff on assessment of special needs students.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.4 Uses assessment results and other student data to formulate student career/graduation plans.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.5 Coordinates student records to ensure confidentiality of assessment data.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.6 Provides orientation sessions for faculty/students/parents regarding the assessment system.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet			

Standard 7: Adheres to Professional Standards

7.1 Adheres to professional codes of Ethics of the American Counseling Association and the KY Educational Standards Board.
--

- ____ 7.2 Adheres to federal/state laws and regulations concerning education/child protection.
- ____ 7.3 Accepts responsibility for on-going professional development.
- ____ 7.4 Acts in a role that clearly distinguishes him/her from any professional who administers disciplinary action.
- ____ 7.5 Is knowledgeable of the position statements of the American School Counselor Association.
- ____ 7.6 Identifies activities in conflict with the role of counselor/advocates for best practices of the profession.

Comments: _____

Standard 8: Demonstrates Professional Leadership

- ____ 8.1 Builds positive relationships within and between school and community.
- ____ 8.2 Promotes leadership potential in colleagues.
- ____ 8.3 Participates in professional organizations/activities.
- ____ 8.4 Writes and speaks effectively.
- ____ 8.5 Guides the development of curriculum/instructional materials and educational projects/programs..
- ____ 8.6 Participates in policy decisions related to school, professional organizations and/or the community .
- ____ 8.7 Practices effective listening/conflict resolution/group facilitation skills as a team member.
- ____ 8.8 Works with colleagues to foster an effective learning climate within the school.

Comments: _____

Standard 9: Engages in Professional Development

- ____ 9.1 Analyzes student performance to help identify professional development needs and establishes professional growth priorities.
 Modifies growth plan to improve performance and promote student learning.
- ____ 9.2 Solicits input from others in the identification of professional growth needs.
- ____ 9.3 Implements knowledge and skills acquired through on-going professional development.

Comments: _____

Standard 10: Demonstrates Implementation of Technology

- ____ 10.1 Uses technology to plan guidance program/activities
- ____ 10.2 Uses technology to facilitate learning.
- ____ 10.3 Integrates student use of technology into instruction to enhance career/educational planning and meet diverse student needs.
- ____ 10.4 Uses technology to assess and communicate student learning.
- ____ 10.5 Ensures that personal and student technology use is ethical and legal.

Comments: _____

Administrator

Date

Guidance Counselor

Tenured ☐
 Non tenured ☐

SUMMATIVE EVALUATION FOR GUIDANCE COUNSELOR

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee _____	School _____
Evaluator _____	Position _____

Date(s) of Observation(s) 1st ____/____/____ 2nd ____/____/____ 3rd ____/____/____ 4th ____/____/____

Date(s) of Conference(s) 1st ____/____/____ 2nd ____/____/____ 3rd ____/____/____ 4th ____/____/____

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
<u>Guidance Counselor Standards:</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Guidance Program Management/Research/Evaluation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Developmental Guidance Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Individual/Small Group Counseling		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Consultation/Collaboration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assesses and Communicates Learning Results		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Adheres to Professional Standards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates Professional Leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Engages in Professional Development		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates Implementation of Technology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
☐ Disagree with this summative evaluation

Guidance Counselor's Signature

Date

Evaluator's Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets standards for re-employment
☐ Meets standards with reservation for re-employment
☐ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

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

The signatures are verification that the formal evaluation was held and that the results were received by the employee.

<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-tenured		Plan:	<input type="checkbox"/> Growth	<input type="checkbox"/> Assistance	<input type="checkbox"/> Corrective
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HENDERSON COUNTY SCHOOLS

MEDIA SPECIALIST FORMATIVE INSTRUMENT

Media Specialist _____	School _____
Administrator _____	Dates of Observation / /

Standard 1: Management and Administration of Library/Media Center

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.1 Plans long-range goals of the library/media center program with faculty, administration and students.	<input type="checkbox"/> Meets	1.1 Promotes the greater cause of the media center as an integral part of the educational process of the school.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.2 Meets with administration to discuss/evaluate the long-range goals.	Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.3 Plans the budget with administration, SBDM and advisory groups to meet the goals and objectives of the program.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.4 Develops library/media center policies on all issues (material selection, collection development, circulation, challenged materials, copyright and technology, etc.).		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.5 Develops plans for maintaining a technologically current facility and program.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.6 Solicits suggestions from and communicates with faculty about services, materials, programs and facilities.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.7 Evaluates programs, services, facilities and materials to identify strengths and weaknesses.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.8 Organizes the media center to be a functional, attractive, safe and orderly environment.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.9 Publicizes the media center programs, services and materials through the various media outlets.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.10 Plans and/or participates in special projects such as book fairs.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.11 Trains and supervises media center clerical staff, volunteers and student helpers.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.12 Administers a library/media center program allowing flexible access.		

Standard 2: Provides Exemplary Resources through Collection Development

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.1 Follows district material selection policy.	<input type="checkbox"/> Meets	2.1 Is knowledgeable and promotes an up-to-date collection that fully addresses the informational needs of the school, students and faculty.
<input type="checkbox"/> Meets	2.2 Chooses materials using selection tools, bibliographies, and periodical reviews.	Comments:	

<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Meets	2.3 Plans with teachers and administration to develop the collection of materials to support the school curriculum.
<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Meets	2.4 Maintains a professional collection.
<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Meets	2.5 Keeps a current automated catalog.
<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Meets	2.6 Maintains the statistical records and a shelf list to verify holdings in collection.
<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Meets	2.7 Makes general repairs, weeds collection and takes annual inventory.
<input type="checkbox"/> Does Not Meet	

Standard 3: Provides Effective Library Media Services

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets	3.1 Ensures the media center is central to the instructional program of the school.	<input type="checkbox"/> Meets	3.1 Works closely with faculty and students to enhance the overall effectiveness of the media center to maximize educational opportunity.
<input type="checkbox"/> Does Not Meet		Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets	3.2 Makes the media center accessible to faculty and students as individuals, small groups and large groups for research, browsing, recreational reading and listening.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.3 Participates as a member of the instructional team in curriculum and plans regularly with the teachers.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.4 Provides leadership to incorporate technology as required by the curriculum/instructional team.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.5 Provides training/connection to curriculum to staff in the use of new materials, technology and equipment.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.6 Provides the resources and promotes recreational reading for the school community.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.7 Provides orientation for new staff and students.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.8 Assists teachers in the selection of materials to support instruction.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.9 Establishes positive rapport and maintains effective communication with staff and students.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	3.10 Is available as a personal resource for all students and faculty.		
<input type="checkbox"/> Does Not Meet			

Standard 4: Enables Students to Become Effective Information Users

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 Plans and implements a media center program of library information literacy in collaboration with teachers to promote the achievement of core content standards and academic expectations.	<input type="checkbox"/> Meets	4.1 Develops a thorough plan to address how students become informative learners and show the growth of students in using the media center to achieve learning.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.	Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.3 Provides for independent and cooperative group learning.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.4 Creates a learning climate conducive to learning in which students display initiative and assume personal responsibility for learning and conduct.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.5 Guides students in the selection of appropriate resources.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.6 Helps students develop habits of independent reference work/literacy in using reference materials for planned assignments.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.7 Promotes student appreciation of forms of literature/emphasizing high quality materials that result in academic achievement.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.8 Encourages development of life-long reading, listening, viewing, critical thinking skills in all modes of communication.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.9 Assists students in the use of multi-media for completing projects.		
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.10 Incorporates the use of technology in accessing information.		

Standard 5: Demonstrates the Implementation of Technology

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.1 Uses technology to plan instruction.	<input type="checkbox"/> Meets	5.1 Uses appropriate technology to design/plan instruction that supports/extends learning of all students.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.2 Uses technology to implement instruction that facilitate learning.	<input type="checkbox"/> Meets	5.2 Designs/implements research-based technology infused instructional strategies to support learning of all students.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.3 Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	<input type="checkbox"/> Meets	5.3 Provides varied, authentic opportunities for students to use appropriate technology to further their learning.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.4 Uses technology to assess and communicate student learning.	<input type="checkbox"/> Meets	5.4 Uses technology to assess student learning, manage assessment data and communicate to stakeholders.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.5 Ensures that personal and student technology use s ethical and legal.	<input type="checkbox"/> Meets	5.5 Provides/maintains a safe, secure and equitable environment that consistently promotes discerning and ethical use of technology.

Comments:

Standard 6: Reflects On and Evaluates Teaching/Learning

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets	6.1 Identifies areas for professional growth using appropriate data.	<input type="checkbox"/> Meets	6.1 Reflects on evaluations of student learning and instructional practices to identify and develop plans for professional growth.
<input type="checkbox"/> Does Not Meet			

Comments:

Standard 7: Collaboration with Colleagues/Parents/Others

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets	7.1 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	<input type="checkbox"/> Meets	7.1 Designs a plan involving colleagues/parents/others in a collaborative effort to enhance learning.
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	7.2 Implements planned activities that enhance student learning and engage all parties.	<input type="checkbox"/> Meets	7.2 Explains how collaboration to enhance student learning has been implemented.
<input type="checkbox"/> Does Not Meet			

Comments:

Standard 8: Evaluates Teaching and Implements Professional Development

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets	8.1 Identifies priority growth areas by thoroughly/accurately assessing performance on Kentucky Teacher Standards.	<input type="checkbox"/> Meets	8.1 Thoroughly/accurately assesses current performance related to Kentucky Teacher Standards and any school/district professional development initiatives.
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	8.2 Identifies growth priorities using data from self-assessment/student performance/feedback from colleagues.	<input type="checkbox"/> Meets	8.2 Reflects on data from multiple sources and identifies priority areas for growth.
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	8.3 Designs a clear, logical professional growth plan that addresses all priority areas.		
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	8.4 Provides clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness/student learning.	<input type="checkbox"/> Meets	8.4 Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.
<input type="checkbox"/> Does Not Meet			

Comments:

Standard 9: Provides Leadership within School/Community/Profession

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets	9.1 Identifies leadership opportunities in school/community/professional organizations; selects one with potential for positive impact on learning/professional environment; is realistic in terms of knowledge/skill/time required.	<input type="checkbox"/> Meets	9.1 Identifies leadership opportunities in school/community and profession to advance learning, improve instruction, facilitate professional development of colleagues, advocate policy change; selects opportunity to demonstrate initiative, planning, organization, professional judgment.
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	9.2 Develops leadership work plan describing purpose, scope, impact, participants, assessment plan.	<input type="checkbox"/> Meets	9.2 Develops leadership plan that clearly describes the purpose, scope, participants, timeline of events/actions and plan for assessing progress and impact.
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	9.3 Implements leadership plan with clear timeline of events/actions with clear description of impact assessment.	<input type="checkbox"/> Meets	9.3 Effectively implements leadership plan.
<input type="checkbox"/> Does Not Meet			
<input type="checkbox"/> Meets	9.4	<input type="checkbox"/> Meets	9.4

<input type="checkbox"/> Does Not Meet	Analyzes student learning/other data appropriately to evaluate results of planned/executed leadership efforts.		Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.
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Comments:

Administrator

Date

Media Specialist

Tenured ☐

Non tenured ☐

SUMMATIVE EVALUATION FOR MEDIA SPECIALIST

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Media Specialist _____	School _____
Evaluator _____	Position _____

Date(s) of Observation(s) 1st ____ / ____ / ____ 2nd ____ / ____ / ____ 3rd ____ / ____ / ____ 4th ____ / ____ / ____

Date(s) of Conference(s) 1st ____ / ____ / ____ 2nd ____ / ____ / ____ 3rd ____ / ____ / ____ 4th ____ / ____ / ____

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
Media Specialist Standards:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Management and Administration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides Resources		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides Effective Library Media Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Enables Students to Become Effective Information Users		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates Implementation of Technology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Evaluates Teaching/Learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Collaborates with Colleagues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Evaluates and Implements Professional Dev.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provides Leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 _____
Media Specialist's Signature *Date*

Evaluator's Signature *Date*

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets standards for re-employment
☐ Meets standards with reservation for re-employment
☐ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

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

The signatures are verification that the formal evaluation was held and that the results were received by the employee.

<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-tenured		Plan: <input type="checkbox"/> Growth	<input type="checkbox"/> Assistance	<input type="checkbox"/> Corrective
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HENDERSON COUNTY SCHOOLS SPEECH LANGUAGE PATHOLOGIST FORMATIVE INSTRUMENT

Speech Pathologist _____	School _____
Administrator _____	Date of Observation ____ / ____ / ____

Standard 1: Creates and Maintains Learning Climate

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.1 Interactions are appropriate, without inconsistencies, favoritism, or inappropriate negative interaction with students.	<input type="checkbox"/> Meets	1.1 Interaction with students is supportive and positive, reflects warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.2 Expectations and procedures have been established and communicated. Most students appear to be aware of and understand them.	<input type="checkbox"/> Meets	1.2 Establishes procedures that promote student self-reliance and self-discipline; creatively uses natural consequences.

Comments:

Standard 2: Demonstrates Organizational Skills

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.1 The SLP demonstrates appropriate time management. SLP requires minimal/no supervisory guidance to prioritize activities, schedules, contact, meetings, and therapy sessions. SLP maintains student records, completes necessary paperwork, and/or establishes and documents professional contacts.	<input type="checkbox"/> Meets	2.1 The SLP independently prioritizes activities, schedules, contacts, meetings, and therapy sessions. SLP completes necessary paperwork, establishes and documents professional contacts in a timely manner. SLP develops new/innovative ideas for improved time management.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.2 SLP requires minimal/no supervisory guidance in preparation and planning for meetings, and/or student assessment and therapy sessions. SLP is able to judge effectiveness of sessions and is able to generate ideas for improvement.	<input type="checkbox"/> Meets	2.2 SLP demonstrates appropriate preparation and planning for meetings, and/or student assessment and therapy sessions. SLP is able to judge the effectiveness of sessions and generate ideas for improvement. SLP utilizes time and schedules effectively for collaboration in the general education classroom when appropriate
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.3 SLP requires minimal/no supervisory guidance to plan and implement a program of periodic monitoring of the student's communicative functioning. SLP collects useful and/or accurate data in order to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student.	<input type="checkbox"/> Meets	2.3 SLP independently develops and implements a program of periodic monitoring of the student's communicative functioning and interprets data accurately. SLP uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the student. Monitoring is documented in various formats (i.e. data collection sheets, graphs, charts) that can be interpreted by multiple stakeholders.

Comments:

Standard 3: Demonstrates Coordinating/Collaborative Functions

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.1 SLP requires minimal/no supervisory guidance to effectively identify the need to consult or collaborate with other professionals regarding case management activities. SLP makes decisions based on shared information, contributes and/or focuses on mutual problem solving activities.	<input type="checkbox"/> Meets	3.1 SLP appropriately identifies the need to consult or collaborate with other professionals regarding case management activities. SLP listens carefully to input from others, makes appropriate decisions based on shared information and participates in activities and contributes information that promotes mutual problem solving. SLP demonstrates these skills in conjunction with multiple staff members (general education, related services, support staff, administration, outside agencies).

Comments:

Standard 4: Exhibits Ability to Communicate Effectively in Individual Education Plan Meetings

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 SLP presents information accurately, logically, and concisely. Oral communication is appropriate and terminology and phrasing are consistent with the semantic competence of the audience. SLP includes information that is accurate and/or complete. SLP listens carefully to student, parents, and other professionals and provides appropriate clarification when needed.	<input type="checkbox"/> Meets	4.1 SLP presents information accurately, logically, and concisely. Oral communication is appropriate and phrasing consistent with the semantic competence of the audience. SLP always includes information that is accurate and/or complete. SLP listens to students, parents, and other professionals. SLP provides clarification and referral information when needed. Information reflects prior collaboration with ARC members regarding student progress and continued needs.

Comments:

Standard 5: Completes Evaluations and Assessments

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.1 SLP requires minimal supervisory guidance to collect background information or to select evaluation/assessment procedures that are appropriate and complete. SLP is consistent in the administration and/or scoring of tests.	<input type="checkbox"/> Meets	5.1 SLP accurately collects case history and/or referral information. SLP independently selects an adequate evaluation/assessment battery. SLP administers the battery and consistently scores tests accurately. The selected battery of evaluations is above what is required by the Kentucky Eligibility Guidelines for eligibility purposes. Evaluations are administered in order to define disability areas. Evaluations are completed in a timely manner.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.2 SLP requires minimal/no supervisory guidance to interpret diagnostic data and/or behavioral observations in order to define the student's level of communicative functioning. Diagnostic impressions and/or recommendations are appropriate and consistent with evaluation results. Reports are written in a timely fashion and rarely include grammatical errors.	<input type="checkbox"/> Meets	5.2 SLP independently interprets and integrates test results and behavioral observations to define the student's communicative functioning. SLP develops diagnostic impressions and makes recommendations that are consistent with evaluation results. SLP seeks detailed information in regards to diagnosis. Reports are detailed with specific implications to educational performance.

Comments:

Standard 6: Demonstrates Compliance Monitoring

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	6.1 IEP is complete. Goals and objectives are measurable and include criteria, evaluation, procedures or schedules.	<input type="checkbox"/> Meets	6.1 IEPs are always complete including measurable goals and objectives. Also, the criteria, evaluation, procedures and schedules are included. SLP demonstrates knowledge of KEG, KCMP, IC, and district policies and procedures for compliance monitoring.

Comments:

Standard 7: Implements Treatment/Intervention Therapy

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	7.1 SLP rarely requires supervisory guidance to develop a treatment plan appropriate for the student. The treatment plan includes long-term goals and objectives that are measurable and logical. SLP considers service delivery options and requires minimal supervision to effectively implement treatment plans.	<input type="checkbox"/> Meets	7.1 SLP independently establishes a treatment plan appropriate for the student. The treatment plan includes long-term goals and objectives that are measurable and logical. SLP explores/implements alternative service delivery options. SLP effectively implements planned procedures. SLP has innovative ideas and implements ideas with multiple students for more efficient and appropriate service delivery.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	7.2 SLP rarely requires supervisory guidance to select/develop and implement intervention strategies relevant to the disorder and needs of the student. SLP rarely requires supervisory guidance to recognize the need to adjust intervention procedures, strategies, materials, and/or instrumentation to accommodate specific student needs. SLP implements identified adaptations.	<input type="checkbox"/> Meets	7.2 SLP independently select/develop and implement intervention strategies relevant to the communication disorder and the unique characteristics of the student. SLP adjusts intervention procedures, strategies, materials, and/or instrumentation to accommodate specific student needs. Progress data clearly indicates a change in strategies as needed.

Comments:

Standard 8: Demonstrates Professionalism

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	8.1 SLP demonstrates knowledge of professional ethics, consistently demonstrates professional conduct, and upholds confidentiality of student information. SLP has satisfactory working relationships with others.	<input type="checkbox"/> Meets	8.1 SLP demonstrates working knowledge and models high level of professional ethics and incorporates best practices in daily activities. SLP maintains a professional standard of integrity and confidentiality of student information. SLP has an outstanding working relationship with others within the school and with outside agencies.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	8.2 SLP demonstrates awareness of special education laws and procedures; additionally the knowledge is complete and accurate. SLP requires minimal supervisory guidance to make service eligibility decisions and comply with administrative other regulatory policy requirements. Information provided is accurate. Meets established time lines.	<input type="checkbox"/> Meets	8.2 SLP demonstrates informed knowledge and understanding of special education laws and procedures, and refers to state and district guidelines. SLP independently makes service eligibility decisions, complies with administrative and other regulatory policy requirements, and seeks assistance when necessary. Information is provided in an accurate and timely manner.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	8.3 SLP may be a member of ASHA. SLP participates in conference and in-service attendance. SLP demonstrates responsibility for improvement of professional skills.	<input type="checkbox"/> Meets	8.3 SLP may be a member of ASHA and strives to be current on new research through reading and/or conference and in-service attendance. SLP demonstrates responsibility for improvement of professional skills. Professional growth plan reflects individualized identification of areas of concern and appropriate training to improve area of need.

Comments:

Administrator

Date

Speech Language Pathologist

Tenured ☐
Non tenured ☐

SUMMATIVE EVALUATION FOR SPEECH LANGUAGE PATHOLOGIST

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Speech Language Pathologist _____

School _____

Evaluator _____

Position _____

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

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

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
<u>Speech Language Pathologist Standards:</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Creates and Maintains Learning Environment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates Organizational Skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates Coordinating/ Collaborative Functions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate Effectively in IEP Mtgs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Completes Evaluations and Assessments		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates Compliance Monitoring		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Implements Treatment/Intervention Therapy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates Professionalism		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. ☐

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

Speech Language Pathologist's Signature

Date

Evaluator's Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets standards for re-employment
☐ Meets standards with reservation for re-employment
☐ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

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

The signatures are verification that the formal evaluation was held and that the results were received by the employee.

☐ Tenured☐ Non-tenuredPlan: ☐ Growth☐ Assistance☐ Corrective**SPECIAL EDUCATION CONSULTANT FORMATIVE INSTRUMENT**

Special Education Consultant _____	
Administrator _____	Date of Observation ____ / ____ / ____

Standard 1: Organization Skills

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.1 Demonstrates professional productivity; prioritizes activities, schedules, contacts, and meetings with and without assistance; completes necessary paperwork; maintains documentation of activities and contact.	<input type="checkbox"/> Meets	1.1 Accurately and effectively demonstrates professional productivity; independently prioritizes activities, schedules, contacts, and meetings; completes necessary paperwork in a timely fashion; and maintains thorough documentation of activities and contacts.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.2 Demonstrates acceptable preparation and planning for meetings with students, parents, colleagues and/or other professionals; demonstrates awareness of session outcomes and is open to suggested ideas for improvement.	<input type="checkbox"/> Meets	1.2 Consistently demonstrates appropriate preparation and planning for meetings with students, parents, colleagues and/or other professionals; judges the effectiveness of sessions and generates ideas for improvement.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.3 Utilizes suggested data collection systems to collect data and presents the data to teachers in such a way that they can use it to improve instruction.	<input type="checkbox"/> Meets	1.3 Independently develops and regularly implements effective data collection systems, collects accurate, useful data, and uses the data to assist teachers in meeting student needs.

Comments:

Standard 2: Collaboration

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.1 With supervisory guidance, identifies the need for collaboration regarding pertinent issues (i.e. instruction, assessment, due process, case management, computer tracking assistance) listens, expresses understanding of decisions made by others, observes activities and demonstrates understanding of the problem solving process.	<input type="checkbox"/> Meets	2.1 Appropriately identifies the need for collaboration or consultation regarding pertinent issues (i.e. instruction, assessment, due process, case management, computer tracking assistance) listens intently, makes appropriate decisions, participates in activities and actively contributes to the collaborative process to promote mutual problem solving.

Comments:

Standard 3: Communication

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.1 Communicates acceptably by presenting information that is accurate, logical, complete and concise; oral and written communications follow proper grammar, usage and mechanical conventions.	<input type="checkbox"/> Meets	3.1 Documentation shows all communication is consistently accurate, logical, and concise with stakeholders.

Comments:

Standard 4: Professionalism

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 Demonstrates awareness of the elements of professional ethics and attempts to model them; demonstrates a professional standard of integrity and confidentiality; demonstrates the ability to develop positive, productive working relationships with others.	<input type="checkbox"/> Meets	4.1 Demonstrates a working knowledge of and models a high level of professional ethics and incorporates best practices in daily activities; consistently maintains a professional standard of integrity and confidentiality; consistently maintains positive, productive working relationships with others.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.2 Demonstrates awareness of Federal Special Education Laws, State and District Guidelines, and Policies and Procedures; refers to appropriate documents as needed; independently assists school personnel in making due process decisions that comply with administrative and regulatory policy requirements.	<input type="checkbox"/> Meets	4.2 Demonstrates a high level of knowledge and understanding of Federal Special Education Laws, State and District Guidelines, and Policies and Procedures; refers to appropriate documents as needed; independently assists school personnel in making due process decisions that comply with administrative and regulatory policy requirements.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.3 Participates in professional development activities; is aware of available professional organizations; demonstrates willingness to seek out current educational research; demonstrates awareness of current level of professional skills and is willing to pursue improvement.	<input type="checkbox"/> Meets	4.3 Regularly participates in relevant professional development activities; maintains membership to professional organizations; remains abreast of current educational research; accepts responsibility for improvement of professional skills.

Comments:

Standard 5: Expectations

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	5.1 Demonstrates awareness of proper channels to address issues and problems; meets assigned timelines; when requested, serves on school/ district committees; meets school/district policies regarding employee time and attendance; performs duties as specified in the Special Education Consultant Job Description.	<input type="checkbox"/> Meets	5.1 Independently follows proper channels to address issues and problems; consistently meets assigned timelines; serves on school/district committees; regularly meets or exceeds school/district policies regarding employee time and attendance; consistently performs or exceeds duties as specified in the Special Education Consultant Job Description.

Comments:

Workshops, conferences, professional development opportunities attended by the consultant during the past year.

Two to three areas for suggested professional growth in the next year:

Administrator

Date

Consultant

Tenured ☐
Non tenured ☐

SUMMATIVE EVALUATION FOR SPECIAL EDUCATION CONSULTANT

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee _____	
Evaluator _____	Position _____

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

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

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
<u>Special Education Consultant Standards:</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Organizational Skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collaboration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professionalism		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Expectations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 _____
☐ Disagree with this summative evaluation _____
Special Education Consultant's Signature Date

Evaluator's Signature Date

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets standards for re-employment
☐ Meets standards with reservation for re-employment
☐ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan. The signatures are verification that the formal evaluation was held and that the results were received by the employee.

☐ Tenured ☐ Non-tenured Plan: ☐ Growth ☐ Assistance ☐ Corrective

SCHOOL PSYCHOLOGIST FORMATIVE INSTRUMENT

School Psychologist _____	
Administrator _____	Date of Observation ____ / ____ / ____

Standard 1: Demonstrates Professional Competency

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.1 Recognizes the strengths and limitations of own training and experience and engages only in practices for which he/she is qualified.	<input type="checkbox"/> Meets	1.1 Refers students to outside agencies when their needs exceed the scope/competency of the school psychologist.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.2 Accurately represents competency levels.	<input type="checkbox"/> Meets	1.2 Effectively communicates own training and skill levels to clients (parents, teachers).
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.3 Engages in continuing professional development.	<input type="checkbox"/> Meets	1.3 Actively seeks opportunities to learn new information to enhance competency level.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.4 Knows and applies <i>Principles for Professional Ethics</i> to situations within his/her practice.	<input type="checkbox"/> Meets	1.4 Actively ensures that he/she follows professional ethics, particularly when his/her recommendations are challenged.

Comments:

Standard 2: Engages in Professional Relationships

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.1 Maintains professional relationships with students, parents, and the school community.	<input type="checkbox"/> Meets	2.1 Treats all persons with respect by being sensitive to physical, mental, emotional, economic, political, social, cultural, ethnic, gender, religious, sexual orientation and racial characteristics.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.2 Respects the wishes of parents who object to school psychological services or his/her recommendations.	<input type="checkbox"/> Meets	2.2 Attempts to resolve situations in which there are divided interests in a manner that is mutually beneficial and protects the rights of all parties involved.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.3 Discusses confidential information for professional purposes only.	<input type="checkbox"/> Meets	2.3 Respects and ensures the confidentiality of information obtained in professional practice.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.4 Explains services to parents/guardians in a clear and understandable manner.	<input type="checkbox"/> Meets	2.4 Explains important aspects of his/her professional relationships in a manner understandable to students' or other clients' age and ability to understand.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.5 Discusses the recommendations and plans for assisting students with their parents.	<input type="checkbox"/> Meets	2.5 Encourages and promotes parental participation in designing services provided to their children.

Comments:

Standard 3: Engages in Professional Practices

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.1 Acts as an advocate for students' welfare and rights.	<input type="checkbox"/> Meets	3.1 Promotes changes in the school district or other community service systems that will benefit children and other clients.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.2 Is knowledgeable about assessment instruments and techniques.	<input type="checkbox"/> Meets	3.2 Uses multiple methods of evaluation and uses sound judgment when considering individual differences when conducting evaluations.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.3 Assists with developing interventions that are appropriate to the presenting problem(s) and are consistent with data collected.	<input type="checkbox"/> Meets	3.3 Takes a leadership role in developing and ensuring the implementation of appropriate and effective interventions.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.4 Prepares written reports which communicate information effectively and in an individualized manner.	<input type="checkbox"/> Meets	3.4 Written reports are professional, insightful, connect assessment data to recommended intervention strategies, and demonstrate sound judgment.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.5 Communicates assessment results and recommendations in language easily understood by the intended recipient.	<input type="checkbox"/> Meets	3.5 Demonstrates sensitivity to parents'/students' points of view when communicating assessment results and recommendations.

Comments:

Standard 4: Follows Best Practice Guidelines

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 Collaborates effectively with other team members to identify and analyze academic and behavior problems and to make decisions about service delivery.	<input type="checkbox"/> Meets	4.1 Collaborates effectively with other team members to evaluate the outcomes of service delivery.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.2 Demonstrates the ability to listen well, convey information, and participate in discussions.	<input type="checkbox"/> Meets	4.2 Demonstrates the ability to work together with others at individual, group, and systems levels.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.3 Collaborates effectively with others to develop challenging but achievable goals for students and provides information about ways in which students can achieve those goals.	<input type="checkbox"/> Meets	4.3 Collaborates effectively with others to monitor student progress toward those goals.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.4 Advocates for effective programs and needed services.	<input type="checkbox"/> Meets	4.4 Actively develops policies/practices and develops funding strategies to provide effective programs and needed services.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.5 Demonstrates knowledge of prevention, health promotion, and crisis intervention methods.	<input type="checkbox"/> Meets	4.5 Appropriately and regularly utilizes prevention, health promotion, and crisis intervention methods as part of professional practice.

Comments:

Administrator

Date

School Psychologist

Tenured ☐

Non tenured ☐

SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee _____	
Evaluator _____	Position _____

Date(s) of Observation(s) 1st ____ / ____ / ____ 2nd ____ / ____ / ____ 3rd ____ / ____ / ____ 4th ____ / ____ / ____

Date(s) of Conference(s) 1st ____ / ____ / ____ 2nd ____ / ____ / ____ 3rd ____ / ____ / ____ 4th ____ / ____ / ____

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
<u>School Psychologist Standards:</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Demonstrates Professional Competency		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engages in Professional Relationships		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engages in Professional Practices		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follows Best Practices Guidelines		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1. ☐ 2. ☐ 3. ☐ 4. ☐

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 _____

School Psychologist's Signature

Date

Evaluator's Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets standards for re-employment
☐ Meets standards with reservation for re-employment
☐ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

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

The signatures are verification that the formal evaluation was held and that the results were received by the employee.

☐ Tenured ☐ Non-tenured

Plan: ☐ Growth ☐ Assistance ☐ Corrective

CURRICULUM SPECIALIST FORMATIVE INSTRUMENT

Curriculum Specialist _____	School _____
Administrator _____	Date of Observation ____/____/____

Standard 1: Leading School Improvement

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.1 Models personal learning by attending trainings that will benefit student achievement.	<input type="checkbox"/> Meets	1.1 Facilitates professional learning of teachers by sharing new knowledge that will benefit student achievement.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.2 Demonstrates the ability to research topics and present the results in clear fashion to staff.	<input type="checkbox"/> Meets	1.2 Engages teachers in educational research to identify instructional strategies to ensure success for all students.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.3 Provides resources to assist teachers with improving instruction in the classroom.	<input type="checkbox"/> Meets	1.3 Models and coaches teachers for improved instruction in the classroom.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.4 Leads small group discussions with staff to improve instructional strategies.	<input type="checkbox"/> Meets	1.4 Facilitates interaction among teachers using an adaptive process and structure for effective teaming/collaboration.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.5 Communicates appropriate information to parents.	<input type="checkbox"/> Meets	1.5 Collaborates with principal to use telecommunication and multimedia tools to share information with parents.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	1.6 Provides a focus on continuous school improvement.	<input type="checkbox"/> Meets	1.6 Facilitates an aggressive focus on continuous school improvement evidenced by student learning.

Comments:

Standard 2: Promoting Ongoing Professional Learning for Self and Others

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.1 Works with administrators and/or committees to design school Professional Development plans.	<input type="checkbox"/> Meets	2.1 Assists administration in identifying and developing professional development plans around student need with outcomes based on district/school goals.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.2 Provides continuous support for district-wide and school-wide initiatives.	<input type="checkbox"/> Meets	2.2 Facilitates continual action research based upon reflective classroom observations and ongoing professional learning.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.3 Models best practice for instruction.	<input type="checkbox"/> Meets	2.3 Collaborates with teachers to identify and implement content specific instructional strategies to ensure success for all students.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.4 Conducts appropriate professional development for staff.	<input type="checkbox"/> Meets	2.4 Differentiates appropriate professional development.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.5 Informs staff members of appropriate professional development opportunities.	<input type="checkbox"/> Meets	2.5 Engages teams in planning and professional growth.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	2.6 Maintains accurate professional development records such as sign in sheets and evaluations.	<input type="checkbox"/> Meets	2.6 Provides follow-up on professional learning needs of teachers based on PD evaluations to ensure transference to increase student achievement.

Comments:

Standard 3: Deepening the Instructional Capacity of Colleagues

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.1 Prepares reports on academic progress of students for staff and school based council.	<input type="checkbox"/> Meets	3.1 Facilitates the use of technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.2 Examines barriers to student learning.	<input type="checkbox"/> Meets	3.2 Collaborates with colleagues to identify barriers to learning and determine interventions/high quality instructional practices to ensure success for each student.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.3 Conducts curriculum mapping sessions for vertical and horizontal alignment	<input type="checkbox"/> Meets	3.3 Facilitates ongoing analysis/mapping of curriculum to ensure alignment of standards with curriculum being taught.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.4 Assists teachers in developing standards-based units of study/lessons/assessments via a reflective process.	<input type="checkbox"/> Meets	3.4 Coaches curriculum design teams via reflective process in developing units/lessons/assessments that are responsive to the needs of diverse learners.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.5 Assists teachers in reflecting upon and analyzing units and lessons.	<input type="checkbox"/> Meets	3.5 Coaches colleagues to assess units/lessons and identify quality instructional practices to ensure increased student performance.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	3.6 Assists teachers in analyzing student work through reflective practices.	<input type="checkbox"/> Meets	3.6 Coaches teachers via reflective practice in improving student learning through collection/recording/analysis /sharing of student work and performance data to inform instruction.

Comments:

Standard 4: Developing Communities of Professional Practice

Proficient Performance		Advanced Level Performance	
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.1 Is punctual to assigned duties and required functions.	<input type="checkbox"/> Meets	4.1 Models professionalism by arriving early to assigned duties and required functions.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.2 Meets timelines.	<input type="checkbox"/> Meets	4.2 Models professionalism by adhering to timelines in a proactive manner.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.3 Relates well to other staff.	<input type="checkbox"/> Meets	4.3 Models team spirit/relationship building/effective communication strategies.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.4 Supports a positive learning environment	<input type="checkbox"/> Meets	4.4 Assists colleagues in promoting a positive, nurturing and focused learning environment.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.5 Demonstrates competence in written and verbal communication.	<input type="checkbox"/> Meets	4.5 Models highly effective written and verbal communication skills.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.6 Discusses school and student issues in a professional manner, maintaining respect and confidentiality.	<input type="checkbox"/> Meets	4.6 Engages colleagues in using process/structures for effective team meetings and collaboration with high regard for confidentiality.
<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	4.7 Performs duties consistent with district, state and national policy.	<input type="checkbox"/> Meets	4.7 Facilitates the implementation of school, district, state and national policy to develop a student-centered culture focused on best practice.

Comments:

Administrator

Date

Curriculum Specialist

Tenured ☐

Non tenured ☐

SUMMATIVE EVALUATION FOR CURRICULUM SPECIALIST

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee _____	School _____
Evaluator _____	Position _____

Date(s) of Observation(s) 1st ____/____/____ 2nd ____/____/____ 3rd ____/____/____ 4th ____/____/____

Date(s) of Conference(s) 1st ____/____/____ 2nd ____/____/____ 3rd ____/____/____ 4th ____/____/____

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
Curriculum Specialist Standards:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Leading School Improvement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Promoting Ongoing Professional Learning for Self/Others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Deepening the Instructional Capacity of Colleagues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing Communities of Professional Practice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1. ☐ 2. ☐ 3. ☐ 4. ☐

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

Curriculum Specialist's Signature

Date

Evaluator's Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets standards for re-employment
☐ Meets standards with reservation for re-employment
☐ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

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

The signatures are verification that the formal evaluation was held and that the results were received by the employee.

Appeals

Appeals

According to 156.557 Section 9

Section 9.

(1) 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.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three state board members to serve on the State Evaluation Appeals panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5) the panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

PROCESS AND PROCEDURE

Each employee shall be evaluated on the standards and performance criteria established as the Framework for Teaching, The Kentucky Teacher Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning. All evaluators of teachers and administrators will be trained, tested and certified through the requirements specified by the state regulation.

There shall be formative observations and conferences to assist the employee in meeting district standards. Each observation will be conducted openly and with full knowledge of the teacher or administrator. Additional administrators will also conduct evaluations if deemed appropriate by the primary evaluator. It is suggested that the teacher be given the date of the formal observation at least one (1) week in advance. A pre-observation conference/form, at the request of the teacher or the evaluator, may be part of the formal observation process as a means for the

evaluator and evaluatee to discuss what is to be taught. Informal observations can occur at any time the evaluator observes the employee in the performance of his/her duties. .

All certified staff will develop an Professional Growth Plan which is aligned with goals and missions of the school/district/council. This Professional Growth Plan shall be reviewed semi-annually to determine if it has been achieved, or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the primary evaluator. An directed improvement professional growth plan will be developed with the assistance of the primary evaluator when an employee “inconsistently meets” the district standards. The directed improvement professional growth plan shall involve the standard/domain that is not consistently met by the employee. If the concern has been corrected the employee moves back into the Professional Growth Plan cycle. A directed growth professional growth plan will be developed by the primary evaluator to address specific standards that have not been met by the employee. Once the directed growth action plan has been implemented, there will be more frequent monitoring by the evaluator, and specific assistance will be provided to improve performance. If the concern has been corrected, the employee moves back into the Professional Growth Plan cycle. If there is no improvement with a corrective action plan, the evaluator may choose to implement a Corrective Action Team to work specifically with the evaluatee (in a non-evaluative role) to provide additional help. Any employee who is on a Corrective Action Plan with a Corrective Action Team should be aware that this is the districts’ last attempt to salvage the individual’s career and that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

The summative evaluation of the employee will be conducted at the end of the evaluation cycle and will include all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee will be provided a copy of the summative instrument and a copy, along with the Professional Growth Plan attached, will be forwarded to the Director of Human Resources.

Any employee who disagrees with the formative or summative data obtained during the evaluation process has the right to respond in writing at any time. This response becomes a part of the official file for the employee’s evaluation and is to be presented to the Director of Human Resources.

Any employee who feels that the summative evaluation by their primary evaluator was not an accurate assessment of their performance, either by substance or procedure may file an appeal with the District Appeals Panel. The appropriate form for the request, along with the Appeals Process and Hearing Procedures can be found elsewhere in this document. The evaluatee has five (5) working days from the date of the summative conference to file the request for appeal.

The immediate supervisor or the certified school employee shall designate the primary evaluator. Additional trained administrative personnel may be asked to observe and provide information to the primary evaluator. Peer 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. Peer

observers shall not observe more than 2 peers in the same school year. Peer observers must receive the required state observer training.

Assistance/Corrective Action Growth Plan

For the 2014-15 year, Henderson County will use the following assistance/corrective action growth plan for assistance/corrective action currently in place for any teacher entering the 2014-15 year on an assistance/corrective action growth plan or for teachers who may need this plan in 2014-15. The PGES system will be used for coaching and mentoring teachers in conjunction with the assistance/corrective action growth plan. The assistance/corrective action growth plan follows:

HENDERSON COUNTY SCHOOLS ASSISTANCE/CORRECTIVE GROWTH PLAN

___ Assistance ___ Corrective (Check one)

	Evaluatee	Date	Work Site
1.	Domain/Standard:		
2.	Performance Indicators Identified for Improvement:		
3.	Growth objectives and desired outcomes:		
4.	Procedures and Action Plan for achieving desired outcomes:		
5.	Measurement method with dates/timelines:		
6.	Evaluatee's Comments: (attach additional information if needed)		
7.	Evaluator's Comments: (attach additional information if needed)		

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

Plan Developed:

Date: _____ Evaluatee: _____ Evaluator: _____

Plan Reviewed:

Date: _____ Evaluatee: _____ Evaluator: _____

Plan Reviewed:

Date: _____ Evaluatee: _____ Evaluator: _____

Plan Reviewed:

Date: _____ Evaluatee: _____ Evaluator: _____

Plan Reviewed:

Date: _____ Evaluatee: _____ Evaluator: _____

CORRECTIVE ACTION TEAM

Each certified employee of the district is required to have an Individual Professional Growth Plan which may be enrichment, assistance, or corrective. A corrective professional growth plan is to provide the employee with additional assistance and supervision to help him/her make the necessary changes in their performance to meet district standards. After an employee is on a corrective plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of a corrective growth plan that has made little or no difference in the employee reaching standards, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of a Corrective Action Team to work with the employee.

The following procedures would be initiated:

- Evaluator conferences with employee and indicates the desire to form a Corrective Action Team. (If the employee refuses assistance, the evaluator has few options available.)
- In collaboration with said employee, a team is mutually selected.
- Evaluator, employee, and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator, makes progress with the team's assistance, then the summative evaluation is completed, and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard, even with the help of the Corrective Action Team, the evaluator must take the necessary steps toward cancellation of the contract.

The purpose of the Corrective Action Team is to provide the employee every possibility to attain district standards of performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for a Corrective Action Team is an attempt by the evaluator to help the employee meet standards and avoid additional personnel action.

CORRECTIVE ACTION TEAM RECORD

DATES

Observations				
Professional Growth Plan Developed				
Request for Corrective Team				
Assistance Team Selected				
Evaluator/Evaluated/Team Meeting to explain Corrective Action Team				
1 st Meeting of Team				
2 nd Meeting of Team				
3 rd Meeting of Team				
4 th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Evaluator _____

Correction Action Team Members

CORRECTIVE ACTION TEAM LOG OF ACTIVITES

Employee: _____

Immediate Supervisor of the Employee: _____

Date of Meeting: _____

Persons Present:

Summary of Meeting:

Recommendations:

Next Meeting Date: _____

THE APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One (1) member of the panel and an alternate are appointed by the Board of Education. Reference: KRS 156.557 & KAR: 345. The Board appointee shall serve as chairperson of the appeal committee.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The length of the term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities on September 1. Elections shall be conducted and appointments made during the month of August.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/one vote
- All certified employees given the opportunity to vote

Panel members may seek training through the District Contact Person.

APPEALS PROCEDURES

Certified employees who believe they have been unfairly evaluated may appeal a summative evaluation. The appeal shall be in writing on prescribed forms and directed to the chairperson of the Evaluation Appeals Panel. The appeal must be filed within five (5) working days from and after the date of the post summative conference.

No member of the Evaluation Appeals Panel shall hear an appeal in which the member was either the evaluator or evaluatee. A Panel member shall not serve on an appeal in which either the evaluatee or evaluator is related by blood or marriage to the member.

The purpose of the appeal to the Evaluation Appeals Panel is to review the summative evaluation from which the certified employee appeals. The certified employee may appeal the substance of the evaluation, the evaluation procedure, or both, and shall so specify in the appeal.

The Evaluation appeals Panel shall convene a Preliminary Hearing within ten (10) working days from and after the receipt of the appeal. The evaluator and the evaluatee shall be notified of the date, time and place of the Preliminary Hearing. At the Preliminary Hearing the Panel shall receive, and the parties shall exchange:

(a) documentary information expected to be introduced at the hearing; and (b) the names and addresses of those persons expected to be called as witnesses at the hearing together with a short statement of the executed testimony of each witness.

The date, time and place of the hearing of the appeal shall be established at the Preliminary Hearing with a minimum of one (1) week to start actual hearing.

The evaluatee and the evaluator shall be present and have the right to presence of chosen representation.

The hearing shall be conducted in closed or executive session on request of the evaluatee.

The hearing will be audiotaped. A copy of the transcript of the hearing will be provided to either or both parties if requested in writing. The cost of the transcript shall be borne by the party making the request.

Only Panel members, the evaluatee and his/her witnesses, when testifying, legal counsel, and the person operating the audiotape recorder may be present during the hearing if the hearing is to be conducted in closed session. The Superintendent or his nominee may also be in attendance at the hearing even if held in closed session.

Witnesses may be presented but will be called into the hearing room one at a time and will not be allowed to observe the proceeding either before or after testifying.

The order of the hearing proceeding shall be as follows:

- a. Each party will be allowed to make an opening statement; the evaluatee first, then the evaluator.
- b. Each party will be allowed to present witnesses; the evaluatee will present witnesses first, then the evaluator.
- c. Witnesses may be called in any order desired by a party.
- d. Rebuttal testimony by the party having the burden of proof may be allowed at the discretion of the Panel.
- e. A witness may be cross examined by an opposing party or counsel for an opposing party, but such cross examination should be confined to the matters testified about by the witness on direct examination.
- f. The chairperson and members of the Panel may question the evaluatee, the evaluator and the witnesses called to testify at any stage in the proceedings.
- g. Each party will be permitted to make closing remarks; first the evaluator, then the evaluatee.
- h. The chairperson will make such closing remarks as are deemed appropriate.

Documentary evidence may be introduced by the parties and made a part of the hearing record. However, it shall be the responsibility of the parties or their respective counsel to point out to the Panel any particular item of documentary evidence which a party believes has special significance or supports or tends to support the claim or position of a party. The Panel shall rule on the admissibility of any documentary evidence offered. The Panel reserves the right to cause

some or all of the documentary evidence tendered to the Panel by a party during the Preliminary Hearing to be made a part of the hearing record at the hearing, subject to a ruling by the Panel on any objection to such action.

The Panel may receive all relevant oral or written evidence without regard to the formal rules of evidence, but shall consider the weight of the evidence received in determining the issues. The hearing shall not be conducted according to technical rules relating to evidence and witnesses. Any evidence deemed relevant by the Panel may be admitted if it is the sort of evidence on which reasonable prudent persons rely in the conduct of their serious affairs regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objections in a civil action. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence, but shall not be sufficient in and of itself to support a finding unless it would be admissible over objection in civil actions. Irrelevant, immaterial, incompetent, and unduly repetitious evidence may be excluded. Panel members may utilize their experience, technical competence and specialized knowledge and training in the evaluation of the evidence presented.

If objections are raised to the admissibility of evidence, the party objecting shall state the nature and grounds of the objection. The chairperson shall confer with the Panel members before announcing a ruling on the objection.

In reaching a decision, the Panel may take official notice of cognizable facts and of any generally accepted academic, technical or scientific data or matter. Parties present at the hearings shall be informed of the matters to be noticed, and those matters shall be noted in the record, referred to in the record, or appended to the record. A party shall be given a reasonable opportunity on request to refute the official noticed matters of evidence. The Panel shall determine the manner by which a party may refute the officially noticed matter.

The Panel will deliberate and issue its findings within fifteen (15) working days after the date of the hearing.

The written decision of the Panel will be presented to the evaluatee, evaluator and Superintendent for appropriate action.

All testimony shall be taken under oath.

The Panel shall be empowered to make all decisions and rule on all matters concerning the conduct of the hearing.

The chairperson shall maintain an orderly and proper decorum at the hearings.

The Panel may have a legal advisor to advise it on matters of law. However, the Panel shall exercise all other powers relating to the conduct of the hearings.

The legal advisor may remain with the Panel during its deliberations, but shall not engage in deliberations or in the discussion of the facts or the actual findings. The legal advisor may

respond to questions regarding legal issues and may assist the Panel in the drafting of the decision.

APPEALS PANEL DECISION OF THE EVALUATION

After having heard all the evidence the Appeals Panel shall make the following findings, which may be cumulative, to-wit:

1. If, the appeal is on procedural grounds:
 - a. that the evidence supports a finding that the procedure was correct; or
 - b. that the evidence supports a finding that the procedure was incorrect;
2. If, the appeal is from the substantive conclusions of the evaluator:
 - a. that the evidence supports the substantive conclusions of the evaluator in whole or in part; but
 - b. if the Panel believes that the evidence fails to support all the substantive conclusions for the evaluation which the Panel believes is not supported by the evidence.
3. That a new evaluation by a different certified evaluator is in order.
4. That the summative evaluation or a part of the summative evaluation be removed from the certified employee's personnel file.

The decision of the Appeals Panel shall be filed in the evaluatee's personnel file.

APPEALS PANEL HEARING REQUEST FORM

I, _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator.

This appeal challenges the summative findings on:

(Check one.) ☐ substance ☐ procedure ☐ both substance and procedure

State specifically, the performance criteria ratings on the summative evaluation with which you disagree.

Give specific evidence/reasons to support your objections.

At your discretion, share any other information pertinent to this evaluation.

Signature _____ Date _____

Date of Summative Conference _____

Date evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to the chairperson of the Appeals Panel within five (5) working days of completion of the summative conference.

Appendix

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Appendix A: Professional Growth Planning & Self-Reflection Documents

PGP Initial Reflection on Practice

1.A

- In planning and practice, teacher makes content errors or does not correct errors made by students.
- Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.
- Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.
- Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.
- Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.
- Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
- Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.
- Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.
- Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
- Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.
- Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.

- Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.

1.B

- The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.
- Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
- Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.
- Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.
- Teacher understands the active nature of student learning and attains information about levels of development for groups of students.

1.C

- All outcomes represent rigorous and important learning in the discipline.
- All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.
- Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.
- Most outcomes represent rigorous and important learning in the discipline.
- Outcomes are stated as activities rather than as student learning.
- Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
- Outcomes reflect several different types of learning and opportunities for coordination.
- Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.
- Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.
- Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.
- Outcomes represent moderately high expectations and rigor.
- Outcomes take into account the varying needs of groups of students.
- Outcomes take into account the varying needs of individual students.
- Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.
- The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.

1.D

- Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.
- Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.
- Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
- Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.

1.E

- The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.
- The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
- The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.
- The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.
- The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.
- The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.
- Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.
- Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.
- Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.
- Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.

1.F

- Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.
- The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
- Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.
- Assessment criteria and standards have been developed, but they are not clear.
- Assessment methodologies have been adapted for individual students, as needed.
- Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.
- Some of the instructional outcomes are assessed through the proposed approach, but others are not.
- Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.
- Teacher intends to use assessment results to plan for future instruction for the class as a whole.
- Teacher intends to use assessment results to plan for future instruction for groups of students.
- Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.
- Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.

2.A

- Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.
- Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.
- Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.
- Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
- Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.

- Students rarely demonstrate disrespect for one another.
- Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.
- Teacher does not deal with disrespectful behavior
- Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.
- Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.

2.B

- Classroom interactions support learning and hard work.
- Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students
- Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
- Students understand their role as learners and consistently expend effort to learn.
- The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.
- The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.
- The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.
- The classroom culture is characterized by little commitment to learning by teacher or students.
- The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.
- The teacher conveys high expectations for learning by all students and insists on hard work.
- The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.
- The teacher conveys that with hard work students can be successful.

2.C

- Instructional time is maximized because of efficient routine and procedures.
- Much instructional time is lost through inefficient classroom routines and procedures.
- Routines are well understood and may be initiated by students.
- Some instructional time is lost through only partially effective classroom routines and procedures.
- Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.
- The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.
- The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.
- There is little evidence that students know or follow established routines.
- There is little loss of instructional time because of effective classroom routines and procedures.
- There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.
- With minimal guidance and prompting students follow established classroom routines.
- With regular guidance and prompting, students follow established routines

2.D

- Response to students' misbehavior is repressive or disrespectful of student dignity
- Standards of conduct appear to have been established, but their implementation is inconsistent.
- Student behavior is entirely appropriate.
- Student behavior is generally appropriate.
- Students challenge the standards of conduct.

- Students take an active role in monitoring their own behavior and that of other students against standards of conduct.
- Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.
- Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.
- Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
- Teachers' monitoring of student behavior is subtle and preventative.
- The teacher monitors student behavior against established standards of conduct.
- There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.
- There is inconsistent implementation of the standards of conduct.

2.E

- Students contribute to the use or adaptation of the physical environment to advance learning.
- Teacher makes effective use of physical resources, including computer technology.
- Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities.
- Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.
- The physical environment is unsafe, or many students don't have access to learning resources.
- The classroom is safe, and essential learning is accessible to most students.
- The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.
- The classroom is safe, and learning is accessible to all students, including those with special needs.
- The teacher's use of physical resources, including computer technology, is moderately effective.
- There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.

3.A

- During the explanation of content, the teacher invites student intellectual engagement.
- Students contribute to extending the content and help explain concepts to their classmates.
- Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences.
- Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.
- Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.
- The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.
- The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.
- The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding.
- The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.
- The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.
- The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest.
- The teacher's explanation of the content contains major errors.
- The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.
- The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
- The teacher's spoken or written language contains errors of grammar or syntax
- The teacher's spoken or written language contains errors.
- The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

3.B

- A few students dominate the discussion.
- Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.
- Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.
- Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
- Students formulate many questions, initiate topics, and make unsolicited contributions.
- Students themselves ensure that all voices are heard in the discussion.
- Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.
- Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.
- Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
- Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.
- Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.
- Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.

3.C

- Few students are intellectually engaged or interested.
- In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.
- Students may have some choice in how they complete tasks and may serve as resources for one another.
- The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.
- The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.
- The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.
- The pace of the lesson is too slow or too rushed.
- The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
- The pacing of the lesson may not provide students the time needed to be intellectually engaged.
- The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.
- Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.

3.D

- A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.
- Assessment is fully integrated into instruction through extensive use of formative assessment.
- Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.
- Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.
- Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.
- Questions, prompts, and assessments are rarely used to diagnose evidence of learning.

- Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
- Questions, prompts, assessments are used to diagnose evidence of learning.
- Students appear to be aware of the assessment criteria; some of them engage in self-assessment
- Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria
- Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.
- Students self-assess and monitor their progress.
- There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.

3.E

- Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty
- Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.
- Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.
- Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.
- Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
- Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
- Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.
- Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.

4.A

- Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
- Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson
- Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.
- Teacher has no suggestions for how a lesson could be improved.
- Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
- Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
- Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.
- Teacher makes general suggestions about how a lesson could be improved.

4.B

- Students contribute information and participate in maintaining the records.
- Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.
- Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
- Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.
- Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.
- Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
- Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

4.C

- Information to families is conveyed in a culturally appropriate manner.
- Response to family concerns is handled with professional and cultural sensitivity.
- Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.
- Teacher communication with families—about the instructional program, about individual students—is sporadic and culturally inappropriate.
- Teacher makes no attempt to engage families in the instructional program.
- Teacher makes some attempts to engage families in the instructional program.
- Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.
- Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.
- Teacher’s efforts to engage families in the instructional program are frequent and successful.

4.D

- Teacher avoids becoming involved in school events or school and district projects
- Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.
- Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.
- Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.
- Teacher participates in school events and school and district projects when specifically asked to do so.
- Teacher takes a leadership role in promoting a culture of professional inquiry.
- Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
- Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
- Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.
- Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.
- Teacher’s relationships with colleagues are negative or self-serving.

4.E

- Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.
- Teacher engages in no professional development activities to enhance knowledge or skill.
- Teacher finds limited ways to contribute to the profession.
- Teacher initiates important activities to contribute to the profession.
- Teacher makes no effort to share knowledge with others or to assume professional responsibility.
- Teacher participates actively in assisting other educators.
- Teacher participates in professional activities to a limited extent when they are convenient.
- Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
- Teacher seeks out feedback on teaching from both supervisors and colleagues.
- Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
- Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
- Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.

4.F

- Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school.
- Teacher complies fully with school and district regulation.

- Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
- Teacher complies minimally with school and district regulations, doing just enough to get by.
- Teacher displays dishonesty in interactions with colleagues, students and the public.
- Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.
- Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.
- Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
- Teacher is honest in interactions with colleagues, students and the public.
- Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.
- Teacher maintains an open mind in team or departmental decision-making.
- Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.
- Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
- Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.
- Teacher's decisions and recommendations are based on limited but genuinely professional considerations.

Reflective Practice & Professional Growth Planning Template

Teacher		
EPSB ID#		
School		
Grade Level/Subject(s)		

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:	
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E		
1B - Demonstrating Knowledge of Students	I	D	A	E		
1C - Selecting Instructional Outcomes	I	D	A	E		
1D - Demonstrating Knowledge of Resources	I	D	A	E		
1E - Designing Coherent Instruction	I	D	A	E		
1F - Designing Student Assessment	I	D	A	E		
2A - Creating an Environment of Respect and Rapport	I	D	A	E		
2B - Establishing a Culture for Learning	I	D	A	E		
2C - Managing Classroom Procedures	I	D	A	E		
2D - Managing Student Behavior	I	D	A	E		
2E - Organizing Physical Space	I	D	A	E		
3A - Communicating with Students	I	D	A	E		
3B - Using Questioning and Discussion Techniques	I	D	A	E		
3C - Engaging Students in Learning	I	D	A	E		

3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
5A - Student Growth	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Student Growth	5A									
Current Level of Performance for Selected Component:							I	D	A	E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
---	--

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

Reflection on Practice Process

Reflection on Practice Process

- [illegible]

<http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

Step 1: Highlight or circle the descriptors in each of the four domains that best describe your teaching practice.

Step 2: Find your highlighted descriptors in the KY Framework for Teaching.

Step 3: Determine your performance level in each of the components.

Step 4: Enter this data into EDS

Initial Reflection on Practice

- [illegible]

**KENTUCKY'S FRAMEWORK
FOR TEACHING**

Domain 1: Planning & Preparation
Domain 2: Classroom Environment
Domain 3: Instruction
**Domain 4: Professional
Responsibilities**
Domain 5: Student Growth

3. Managerial Processes	<p>Central to the functioning of an enterprise are its managerial processes. These are the business and non-business activities of the enterprise and its affiliates. Managers who are engaged in managerial processes are those involved in the management of the enterprise, and therefore between the management of important aspects of the business and the management of the enterprise as a whole. The management of the enterprise as a whole is the management of the enterprise as a whole.</p>
	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
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<p>Managerial Processes</p>	<p>Managerial Processes</p>
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<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>
<p>Managerial Processes</p>	<p>Managerial Processes</p>

Sign In

School District

Username

Password

First Time Logging In To CITS: [Click here](#)

[Forgot Your CITS Username or Password: Click here](#)

Need Help: 1-866-435-7469, email ciitshelp@schoolnet.com or [Click here](#)

Educator Development Suite

TRAINING SITE Continuous Instructional Improvement Technology System

Welcome, BRIAN! Sign Out My Account Help

Find a Student Go

School & District Data Reports and Assessment Classrooms Individual and Classroom Assessment Admin Grades & Scores Educator Development Goals Performance

Welcome back, BRIAN!

Your local and state materials. Your role as Teacher of Instruction.

CITY TRAINING & SERVICES

The	Wap	Wap
Training Opportunities	Wap	Wap
Training for Teachers	Wap	Wap
Training Models (Web) Calendar	Wap	Wap

CITY TRAINING & SERVICES

NEW IN CITS:

- Assess for Open Assessment Assessments
- Training Plan City Council
- The City Council Meeting Calendar

Tools & Reports

Tools for the classroom data and analysis

Professional Growth Plans

Classroom Growth Plans

Student Progress Reports

Classroom Growth Plans

Self-Reflection

PE Search

Search for teachers, students, and parents

Teachers, assessments, student data, and performance across different learning in new observations, school in

Reports Planner Materials Search Assessments

Self-Reflection-Teacher

Self-Reflection-Teacher

Reflecting on Practice

2b: Managing Student Behavior

Developing

I know this is an area that I really need help in. I don't have problems with my AP students--only with my general classes. I need professional learning focused on behavior management for EBD students. I also need training in Student Engagement because I realize that many behavior problems occur because students are not engaged in the learning.

2c: Organizing Physical Space

Accomplished

Nothing here...

Appendix B: CIITS Self Reflection Quick Reference Card



CIITS: Completing Self Reflections Quick Reference Card

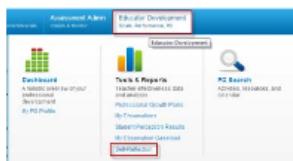
Self-reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When teachers use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process. (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills.

CIITS: Completing Self Reflections

To access Self Reflections:

1. From the Educator Development menu, click **Self-Reflection**



Teachers that are not the Primary teacher assigned to a section in Infinite Campus will not have access to Self-Reflections in CIITS until January 2014.

2. As a self-assessment, select a rating for each of the Danielson components.

1a: Demonstrating Knowledge of Content and Pedagogy

Accomplished

N/A

Ineffective

Developing

Accomplished

Exemplary

3. For each self-assessment, you can provide a rationale or explanation support your rating.

*It is important to **SAVE** your work as you complete your self-reflection. As a security measure, CIITS will log you off after 60 minutes of inactivity. Clicking the "save" button frequently will prevent your work from being lost.*

Save In Progress

Submit Final

4. While your Self Reflection is "In Progress" you will be able to make edits.

In Progress

5. To submit your self-reflection for Principal review, click **Submit Final**

Submit Final

Appendix C: Post Observation Document

POST-OBSERVATION DOCUMENT

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E

C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature*

Date

Evaluator's Signature

Date

*Denotes sharing of results, not necessarily agreement with the formative rating

Appendix D: Student Growth Goal Setting Protocol

Step 7: DETERMINE THE GROWTH and PROFICIENCY TARGET RATINGS

Growth Target Rating

Number of Students: 20

Number of Students for Growth Target : 16

Enter the number of Students that improved by one performance level or more on the Post-Assessment : 20

Percent of the Growth Target: 125%

Use the Proficiency and Growth Target Ratings Table below to Identify the Growth Target Rating: **High**

Proficiency Target Rating

Number of Students: 20

Enter the number from Column E from the Proficiency Tool (Step 3) to identify the Number of Students for the Expected Proficiency Target: 10

Enter the number of Students at Proficient Level or Higher on Post-Assessment: 7

Percent of the Proficiency Target: 70%

Use the Proficiency and Growth Target Ratings Table below to Identify the Proficiency Rating: **Expected**

Proficiency and Growth Target Ratings				
Proficiency Rating	Proficiency Target		Growth Target	Growth Rating
High	≥80% of the target		≥80% of the target	High
Expected	70-79% of the target		70-79% of the target	Expected
Low	≤69% of the target		≤69% of the target	Low

*Round to the nearest whole number between performance levels

Appendix E:

Appendix F:

Appendix G: Assessment Administration and Data Collection Protocol for Performance Based Assessments

Content _____ Grade _____ Month _____ Year _____

PERFORMANCE TASK:

Before the Test

- HIGHLIGHT students who are absent on the class list.
- Discuss with students the purpose of this assessment and what they will be expected to perform or accomplish.
- Teachers should have a performance rubric with each student's information on it. (Name, Teacher Name, Performance Assessment Task)
- Determine the time allotment for the performance assessment

Content _____ Grade _____ Month _____ Year _____

PERFORMANCE TASK:

Before the Test

- HIGHLIGHT students who are absent on the class list.
- Discuss with students the purpose of this assessment and what they will be expected to perform or accomplish.
- Teachers should have a performance rubric with each student's information on it. (Name, Teacher Name, Performance Assessment Task)
- Determine the time allotment for the performance assessment

Performance Task_____

Student Name_____ Teacher Name_____

Criteria					
4	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
3	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
2	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
1	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Performance Based Assessment Data Collection Protocol

Specific Directions for Performance Based Assessment Data Collection

- Score all performances using the specified rubric.
- Record each student's raw score for the performance based assessment given.
- Bring a copy of the performance based assessment and the raw scores to the specified PLC.

Appendix H - District Scoring Guide for Common Assessments and Data Collection

Scoring Guide for Common Assessments and Data Collection

- Score all assessments by hand or using software such as Data Link.
- Prior to or at the specified PLC, complete the Assessment Data Table using the rating guides below.
- Keep a copy of the data for your Teacher Leadership Binder.
- Give a copy of the data to the principal or school designee.

Performance Levels for Common Assessments	
Distinguished	80% or Above
Proficient	70% - 79%
Apprentice	50% - 69%
High Novice	40% - 49%
Medium Novice	30% - 39%
Low Novice	29% or Below

Appendix I - District Scoring Guide for Performance Based Assessments

Scoring Guide for Performance Based Assessments

- Score all assessments using the specified scoring rubric.
- Prior to or at the specified PLC, complete the Assessment Data Table using the rating guides below.
- Keep a copy of the data for your Teacher Leadership Binder.
- Give a copy of the data to the principal or school designee.

Performance Levels for Common Assessments	
Distinguished	80% or Above
Proficient	70% - 79%
Apprentice	50% - 69%
High Novice	40% - 49%
Medium Novice	30% - 39%
Low Novice	29% or Below

Title of Assessment

Date of Assessment:

of Students Assessed :

	# of Students	Percentage of Class	Percentage of D/P Students
Distinguished			
Proficient			
Apprentice			
High Novice			
Medium Novice			
Low Novice			

(Optional)
Opportunities for Improvement:

Appendix J - Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship	I	D	A	E	

<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>					
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	
7. Student Progress <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Student Growth

Local Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
% and below	% - %	% - %	% and above

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

Other Data ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback
☐ Other

Data Selected	Results

Questions to Consider:

How does the additional data inform your decision about your learning needs?

Part E: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
---	--

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Mid-Year Student Growth Review	
(Describe goal progress and other relevant data.)	<div style="height: 100px;"></div> <div>Mid-year review conducted on _____ Initials _____ Principal's Superintendent</div>

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <input type="checkbox"/> Data attached
Date:	End of Year TELL KY Working Conditions Growth Reflection:
<div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<div style="border: 1px solid black; height: 50px; width: 100%;"></div>
Date:	End of Year Professional Growth Reflection:
<div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<div style="border: 1px solid black; height: 50px; width: 100%;"></div>

Next Steps:
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Appendix K - TELL KY Principal Performance Standards Crosswalk

TELL Kentucky Categories	Performance Standards
Time	Instructional Leadership School Climate
Facilities and Resources	Instructional Leadership Organizational Management
Professional Development	Instructional Leadership
Instructional Practices and Support	Instructional Leadership Human Resources Management
Community Support and Involvement	Communication & Community Relations
Managing Student Conduct	School Climate
Teacher Leadership	Human Resources Management Organizational Management
School Leadership	Instructional Leadership Human Resources Management Organizational Management
New Teacher Support	Human Resources Management

Appendix L - Observation Rating Sheet

Observation Rating Sheet (Administrator)

This form summarizes six standards of leadership. The six standards to be evaluated correspond to the six administrator standards adopted by the Kentucky State Board of Education. The indicators under each standard have been developed by a committee of Union County teachers and administrators and approved by the Union County Board of Education. This form should be completed after each observation and as a part of the Summary Evaluation discussion conducted near the end of the year.

Name: _____

Date: _____

School: _____

District: _____

Evaluator: _____

Title: _____

Standard 1: Vision The administrator facilitates, processes and engages in activities ensuring that:	Unsatisfactory	Developing	Proficient	Distinguished	Not Demonstrated
a. the vision and mission of the school are effectively communicated to staff, parents, students and community members.					
b. the vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.					
c. the core beliefs of the school vision are modeled for all stakeholders.					
d. the vision is developed with and among stakeholders.					
e. the contributions of school community members to the realization of the vision are recognized and celebrated.					
f. progress toward the vision and mission is communicated to all stakeholders.					
g. the school community is involved in school improvement efforts.					
h. the vision shapes the educational programs, plans and action.					
i. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.					
j. assessment data related to student learning are used to develop the school vision and goals.					
k. relevant demographic data pertaining to students and their families are used in developing the school mission and goals.					
l. barriers to achieving the vision are identified, clarified and addressed.					
m. needed resources are sought and obtained to support the implementation of the school mission and goals.					
n. existing resources are used in support of the school vision and goals.					
o. the vision, mission and implementation plans are regularly monitored, evaluated and revised.					

Comments: _____

Standard 2: School Culture and Learning The administrator facilitates processes and engages in activities ensuring that:	Unsatisfactory	Developing	Proficient	Distinguished	Not Demonstrated
a. all individuals are treated with fairness, dignity and respect.					
b. professional development promotes a focus on student learning consistent with the school vision and goals.					
c. students and staff feel valued and important.					
d. the responsibilities and contributions of each individual are acknowledged.					
e. barriers to student learning are identified, clarified and addressed.					
f. diversity is considered in developing learning experiences.					
g. lifelong learning is encouraged and modeled.					
h. there is a culture of high expectations for self, student and staff performance.					
i. technologies are used in teaching and learning.					
j. student and staff accomplishments are recognized and celebrated.					
k. multiple opportunities to learn are available to all students.					
l. the school is organized and aligned for success.					
m. curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined.					
n. curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies.					
o. the school culture and climate are assessed on a regular basis.					
p. a variety of sources of information are used to make decisions.					
q. student learning is assessed using a variety of techniques.					
r. multiple sources of information regarding performance are used by staff and students.					
s. a variety of supervisory and evaluation models are employed.					
t. pupil personnel programs are developed to meet the needs of students and their families.					

Comments: _____

Standard 3: Management The administrator facilitates processes and engages in activities ensuring that:	Unsatisfactory	Developing	Proficient	Distinguished	Not Demonstrated
a. knowledge of learning, teaching and student development is used to inform management decisions.					
b. operational procedures are designed and managed to maximize opportunities for successful learning.					
c. emerging trends are recognized, studied					

and applied as appropriate.					
d. operational plans and procedures to achieve the vision and goals of the school are in place.					
e. effectively manages contractual agreements that pertain to school.					
f. the school plant, equipment and support systems operate safely, efficiently and effectively.					
g. time is managed to maximize attainment of organizational goals.					
h. potential problems and opportunities are identified.					
i. problems are confronted and resolved in a timely manner.					
j. financial, human and material resources are aligned to the goals of schools.					
k. the school acts entrepreneurially to support continuous improvement.					
l. organizational systems are regularly monitored and modified as needed.					
m. stakeholders are involved in decisions affecting schools.					
n. responsibility is shared to maximize ownership and accountability.					
o. effective problem – framing and problem – solving skills are used.					
p. effective conflict resolution skills are used.					
q. effective group process and consensus building skills are used.					
r. effective communication skills are used.					
s. there is effective use of technology to manage school operations.					
t. fiscal resources of the school are managed responsibly, efficiently and effectively.					
u. a safe, clean and aesthetically pleasing environment is created and maintained.					
v. human resource functions support the attainment of school goals.					
w. confidentiality and privacy of school records are maintained.					

Comments: _____

Standard 4: Collaboration The administrator facilitates processes and engages in activities ensuring that:	Unsatisfactory	Developing	Proficient	Distinguished	No Demonstrated
a. high visibility, active involvement and communication with the larger community are a priority.					
b. relationships with community leaders are identified and nurtured.					
c. information about family and community concerns, expectations and needs is used regularly.					
d. there is outreach to different business, religious, political and service agencies and organizations.					
e. credence is given to individuals and groups whose values and opinions may conflict.					
f. the school and community serve one another as resources.					
g. available community resources are secured to help the school solve problems					

	and achieve goals.					
h.	partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals.					
i.	community youth family services are integrated with school programs.					
j.	community stakeholders are treated equitably.					
k.	diversity is recognized and valued.					
l.	effective media relations are developed and maintained.					
m.	a comprehensive program of community relations is established.					
n.	public resources and funds are used appropriately and wisely.					
o.	community collaboration is modeled for staff.					
p.	opportunities for staff develop collaborative skills are provided.					

Comments: _____

Standard 5: Integrity, Fairness, and Ethics		Unsatisfactory	Developing	Proficient	Distinguished	Not Demonstrated
The administrator:						
a.	examines personal and professional values.					
b.	demonstrates a personal and professional code of ethics.					
c.	demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.					
d.	serves as a role model.					
e.	accepts responsibility for school operations.					
f.	considers the impact of one's administrative practices on others.					
g.	uses the influence of the office to enhance the educational program rather than the personal gain.					
h.	treats people fairly, equitably and with dignity and respect.					
i.	protects the rights and confidentiality of students and staff.					
j.	demonstrates appreciation for and sensitivity to the diversity in the school community.					
k.	recognizes and respects the legitimate authority of others.					
l.	examines and considers the prevailing values of the diverse school community.					
m.	expects that others in the school community will demonstrate integrity and exercise ethical behavior.					
n.	demonstrates punctuality and good attendance for all duties.					
o.	fulfills legal and contractual obligations.					
p.	applies laws and procedures fairly, wisely and considerately.					

Comments: _____

Standard 6: Political, Economic, Legal, and Cultural The administrator facilitates processes and engages in activities ensuring that:	Unsatisfactory	Developing	Proficient	Distinguished	Not Demonstrated
a. the environment in which schools operate is influenced on behalf of students and their families.					
a. communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate.					
b. there is ongoing dialogue with representatives of diverse community groups.					
c. the school community works within framework of policies, laws and regulations enacted by local, state and federal authorities.					
d. public policy is shaped to provide quality education for students.					
e. lines of communication are developed with decision makers outside the school community.					
f. adheres to the professional Code of Ethics adopted by the Kentucky Education Professional Standards Board.					

Comments: _____

This observation instrument has been discussed with the administrator and he/she has received a copy.

Evaluatee's Signature: _____
 Date: _____

Evaluator's Signature: _____
 Date: _____