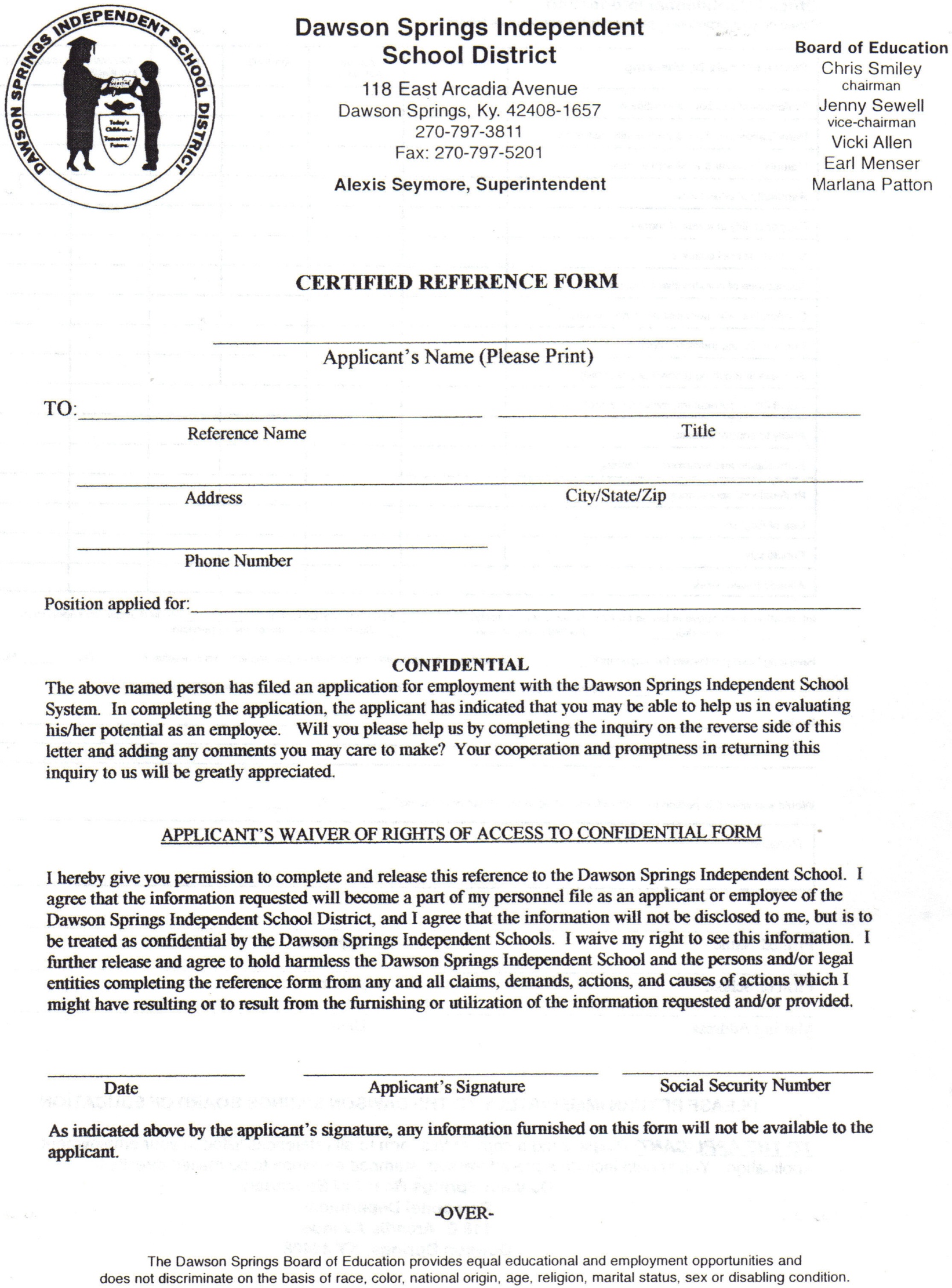
**Dawson Springs**

**Independent School District**

**Professional Growth & Effectiveness System**

**Certified Evaluation Plan**

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**Certified Evaluation Committee June 2014**

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**CERTIFICATION EVALUATION PLAN COMMITTEE MEMBERS**

Kent Workman, DPP/CAO and CEP Chairman

Kevin Stockman, Principal

Jennifer Ward, Principal

Lesley Mills, Assistant Principal

Rachel McCain, Teacher

Julie Scott, Teacher

Michael Davenport, Teacher

Dan Dillingham, Teacher

*This committee reviewed the plan for the 2014-2015 school year.*

All members of the Dawson Springs Certification Evaluation Plan Committee Members reviewed the plan to ensure the continued success of student achievement and development with administrators and educators working together.

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**Kent Workman, DPP/CAO and CEP Chairman Date**

**ASSURANCES**

The Dawson Springs Independent School District hereby assures the Commissioner of Education that:

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

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

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, tenured and non-tenured teachers will be evaluated annually.

Each evaluator must complete the most current state-approved platform which addresses the four domains of the Kentucky Framework for Teaching by October 1.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

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

The 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature of Chairperson, Board of Education Date

#### Professional Code of Ethics for Kentucky School Certified Personnel

[16 KAR 1:020](http://www.lrc.state.ky.us/kar/016/001/020.htm)

**RELATES TO:** [KRS 161.028](http://www.lrc.ky.gov/KRS/161-00/028.PDF), [161.040](http://www.lrc.ky.gov/KRS/161-00/040.PDF), [161.120](http://www.lrc.ky.gov/KRS/161-00/120.PDF)

**STATUTORY AUTHORITY:** [KRS 161.028](http://www.lrc.ky.gov/KRS/161-00/028.PDF), [161.030](http://www.lrc.ky.gov/KRS/161-00/030.PDF)

**NECESSITY, FUNCTION, AND CONFORMITY:** KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

**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 nondiscriminatory 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; and

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; and

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; and

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 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

**PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PGES)**

**Introduction**

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. Evaluation is the process of assessing or determining the effectiveness of performances and products to:

* Improve instruction
* Provide a measure of performance accountability to citizens
* Foster professional growth
* Support individual personnel decisions

The immediate supervisor is primarily responsible for evaluating teachers. All teachers will be evaluated yearly following the requirement of the TPGES system. Teachers on a Corrective Action Plan will be evaluated yearly. Administrators will be evaluated annually by the superintendent or by the superintendent’s designee following the requirements of the PPGES system.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. This shall occur prior to the implementation of the plan.

The Dawson Springs Board of Education appraises the performance the Superintendent. Opportunities for the professional growth of the Superintendent will be provided pursuant to **KRS 156.111 and 704 KAR 3:345.**

**Other Certified Professionals (OPES)**

Certified staff (e.g. media specialist, guidance counselor, director of special education) not covered by TPGES and PPGES will continue to be evaluated with the previous evaluation system found on pages 32-120 until a state-developed process can be adopted.

**PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PGES)**

**Overview**

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 Kentucky Department of Education, with the guidance and oversight of various steer committees, designed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating the following elements:

* Relevant and rigorous standards
* Aligned and meaningful assessments
* Highly effective teaching and school leadership
* Data to inform instruction and policy decisions
* Innovation
* School improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school *College and Career Ready.*

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s *Race to the Top* grant.

**Professional Growth and Effectiveness System**

**Certified Teacher**

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth. The district evaluation process will be conducted openly with the full knowledge of the evaluatee. All certified employees shall be notified of the criteria and process for evaluation within 30 days of reporting to duty.

**Roles and Definitions**

1. **Administrator:** an individual who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standard Board pursuant to 16 KAR 3:050.
2. **Conference:** means a collaborative meeting involving the evaluator and the evaluatee for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
3. **Corrective Action Plan:** means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
4. **EPSB:** The Education Professional Standards Board (EPSB) is responsible for issuing and renewing certificates for all Kentucky teachers and administrators.
5. **Educator Development Suite:** a component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of a certified employee.
6. **Enduring Skill:** comprehensive concepts that are worthy of an extended instructional focus, fundamental to learning in other disciplines, valuable and applicable beyond one narrow context (or assessment), foundational for the application of content, relevant beyond school, and measurable over time.
7. **Evaluatee:** District/School personnel that is being evaluated
8. **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.
9. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
10. **Evidence:** documents or demonstration that indicate proof of a particular descriptor.
11. **Formative evaluation:** means a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
12. **Framework for Teaching (Danielson):** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
13. **Observation:** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
14. **Other Professional:** means any other certified staff not evaluated using the TPGES or PPGES including, but not limited to, guidance counselor, speech pathologist, librarian, etc.
15. **Peer Observer:** observation and documentation by a trained colleague selected by the building principal after consultation with the observer, who observes and documents another teacher’s professional practice and provide supportive and constructive non-evaluative feedback that can be used to improve professional practice.
16. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise, and other characteristics.
17. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
18. **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.
19. **Ratings:** teaches will be assigned the rating of Ineffective, Developing, Accomplished, or Exemplary based on the Danielson Framework for Teaching and other established criteria.
20. **Self-Reflection:** 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.
21. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound).
22. **State Contribution:** a rating based on each student’s rate of change compared to other students within a similar test score history (“academic peers”) expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.
23. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
24. **Student Growth Goal:** measurable goal(s) written by the certified employee who measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
25. **Student Growth Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
26. **Student Voice:** the state-approved student perception survey, administered each year, which provides data on specific aspects of the classroom experience and of teaching practice.
27. **Summative evaluation:** means the summary of, and conclusions from, all evaluative data, including, but not limited to the formal observation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and written evaluation report.
28. **Supervisor:** a staff member responsible for the evaluation of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
29. **Teacher:** means any certified staff person who directly instructs students.
30. **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.
31. **Val-Ed 360°:** an assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as the key processes (the how).

**Kentucky Framework for Teaching**

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities (See Appendix A). 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 supporting s teacher’s professional practice will align within one or more of the 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 source of evidence prompts 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 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, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events and traumas.

Evaluators must use the designed categories of evidence in determining overall ratings. All components and sources of evidence related supporting 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).

**PROFESSIONAL PRACTICE**

Determination of the level of professional practice is based upon supervisor observation data and review of the teacher collection of professional work samples. Non-evaluative peer conservation feedback and student voice results will help guide professional growth planning and self-reflection.

**Professional Growth Planning and Self-Reflection**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback data on student growth and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practice and professional growth planning are iterative processes.

The teacher will . . .

1. Reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus.
2. Collaborate with his or her administrator
3. Implement the plan
4. Regularly reflect on the progress and impact of the plan on his or her professional practice
5. Modify the plan as appropriate
6. Continue implementation and ongoing reflection
7. Conduct a summative reflection of the degree of goal attainment and the implications for next steps

All teachers will participate in self-reflection and professional growth planning each year. All teachers will document self-reflection and professional growth planning in CIITS according to the following timeline:

Based on multiple sources of data, including summative reflection and degree of goal attainment on the previous PGP, a new PGP shall be developed annually by day 120. Revisions and implementation of the PGP shall occur on an ongoing basis as determined by the principal and teacher with at least one reflection submitted in CIITS by day 60 (returning staff). Newly-hired teachers who are not participating in the internship program shall develop a PGP for the current year by day 60 with at least one reflection submitted in CIITS by day 90. All staff will have a second self-reflection submitted in CIITS by day 120.

**Observation Process**

The observation process is one source of evidence to determine teacher effectiveness which includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher’s professional practice. Only the supervisor observation will be used to inform calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. No summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

**Observation Cycle**

The observation cycle, at minimum, will include:

1. Four (4) observations in the annual cycle, including a minimum of three (3) observations conducted by the supervisor and one (1) observation conducted by the peer.
2. The final annual observation will be conducted by the supervisor and will be a full observation.
3. All observations must be documented in CIITS.

For both tenured and non-tenured staff, observation data will be based on three mini observations of approximately 20-30 minutes each. Observers will make note of the components observed in order to identify opportunities for growth or targets for instructional practice in the next mini observation session. As stated above, the final observation shall be conducted by the supervisor and will be formal observation consisting of a full class or lesson observation.

EPSB has adapted the KTIP program to KTIP Pilot where the PGES requirements have been interwoven within the KTIP program. All KTIP pilot schools will use the new EPSB pilot program.

**Observation Conferences**

Observers will adhere to the following observation conferencing requirements:

1. Pre-observation conferences are encouraged, but not required for mini observations and may be conducted electronically, by phone, or in person.
2. Pre-observation conferences are required for full observations and shall be conducted electronically, by phone, or in person. The timeline for pre-observation conferences shall be established by the teacher and observer.
3. Post-observation conferences are required for mini and full observations and shall occur within five (5) working days from the date of the observation. Post-observation conferences for full observations shall occur in person. Post-observation conferences for mini observations may be conducted electronically, by phone, or in person.
4. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

**Observation Schedule**

1. For all employees, the mini observation (two supervisors and one peer) shall be conducted throughout the year, with at least one observation occurring by: day 60, day 90, and day 120. The full observation by the supervisor shall be conducted no later than day 160.

**Observation Certification and Calibration**

To ensure consistency of observations, evaluators must complete the most current state-approved platform which addresses the four domains of the Kentucky Framework for Teaching by October 1. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching are applied in observations. The cycle for observation reflective of 704 KAR 3:370 is shown below and is based on the calendar year according to the date of certification.

|  |  |
| --- | --- |
| Year 1 | Certification |
| Year 2 | Calibration |
| Year 3 | Calibration |
| Year 4 | Recertification |

Only supervisors who have passed the proficiency assessment shall conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to successfully complete the proficiency assessment, the district will provide the following supports:

* Substitute observer(s) appointed by the superintendent/designee shall conduct observations (with the supervisor participating in a secondary role); these observations shall be a valid source of evidence for evaluation.
* In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will ensure teachers have access to observations and feedback.

The calibration process will be completed in years two (2) and three (3) after initial certification. Calibration ensures ongoing accuracy in scoring teaching practices, an awareness of the potential risk for rater bias, and assurance that observers refresh their knowledge of the training and scoring practice. The calibration process will follow the guidelines set for the Kentucky Department of Education.

**Peer Observation**

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will focus upon peer-generated feedback, which will not include evaluation or scoring of instructional practice. Unless the observee provides written permission to share information, peer observation feedback/information will only be shared with the observee.

* All teachers will receive a peer observation in their summative year which must be documented in CIITS.
* Before observing their peers, all peer observers participating during the summative year observations will complete the state-developed training once every three (3) years.
* Principals shall identify and assign Peer Observers after consultation with observes.

**Student Voice**

The Student Voice component is included as an avenue to collect formative, non-evaluative data as teachers and supervisors focus on sustained professional growth and reflective teaching. Data will be collected via the Student Voice Survey, which is confidential, an on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice. Administration details related to the Student Voice Survey include…

1. All K-6 teachers will receive feedback from at least two administration of the state-approved Student Voice Survey annually with a minimum of one identified group of students.  All 7-12 teachers will receive feedback from at least one administration of the state-approved Student Voice Survey annually with a minimum of one identified group of students.
2. Results from the formative years will be used to inform professional practice and assist with professional growth in the summative year, but not in the evaluation of the teaching performance.
3. All teachers and appropriate administrative staff shall receive, review, and sign the district’s *Student Voice Ethics Statement* indicating their understanding of the process and required guidelines.
4. The Student Voice Survey will be administered in the school setting on a school day between the hours of 7:00 a.m. and 5:00 p.m.
5. Survey data will only be considered statistically significant when 10 or more students respond.
6. The District Student Voice Survey Point-of-Contact shall be appointed annually by the superintendent.
7. Participating students shall be given equal access for completing the survey in the timeframe outlined in item #4. Accommodations will be provided to qualifying students.
8. Student Voice Surveys shall be administered according to the following timeline:
   * Grades K-6: at least one survey completed no later than day 120 annually
   * Grades 7-12: at least one survey completed each semester (completed by day 60 and day 120, respectively). The principal shall determine the identified group of students to complete the survey after consultation with each teacher.

**Teacher Collection of Professional Work Samples**

Each teacher shall annually assemble a collection of professional work samples related to the four Domains, with emphasis on Domains 1 and 4. The collections shall be reviews by the principal as part of the observation cycle. Examples of evidence may include, but are not limited to the following artifacts:

* Program Review evidence
* Curriculum units
* Lesson plans
* Communication logs
* Lesson reflections (including reflections of walkthroughs, informal peer observations, etc.)
* Analysis of student work samples
* Formative student data
* Records of PLC activities
* Results of collaborative or team activities
* Results of parent involvement activities
* Video lessons, mini lessons, or highly effective student activities
* Engagement in professional activities
* Action research

**Overall Rating of 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 eventually, evaluation. Principals will analyze evidence for each individual educator based on these concrete descriptions of practice.

Principals and educators will be engaged in ongoing dialogue throughout the evaluation cycle. 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 end of an educator’s three-year cycle (tenured staff) or annual cycle (non-tenured staff).

Principals shall enter a summative rating in CIITS for each domain based on their professional judgment of the following evidence:

* Supervisor’s Observation Data
* Student Voice (informative, not evaluative)
* Professional Growth Plan and Self Reflection (informative, not evaluative)
* Teacher Collection of Professional Work Samples

Principals shall assign a rating of *Ineffective* (1), *Developing* (2), *Accomplished* (3), or *Exemplary* (4) to each domain. The cumulative rating of professional practice shall then be determined by the minimal criteria for each rating as shown in the following decision table.

**Decision Rules for Teacher’s Overall Professional Practice**

|  |  |
| --- | --- |
| **Domain Ratings** | **Overall Professional Practice Rating** |
| Domains 2 AND 3 are rated INEFFECTIVE | INEFFECTIVE |
| Domains 2 OR 3 are rated INEFFECTIVE | INEFFECTIVE or DEVELOPING |
| Two domains are rated DEVELOPING AND two domains are rated ACCOMPLISHED | ACCOMPLISHED |
| Two domains are rated DEVELOPING AND two domains are rated EXEMPLARY | ACCOMPLISHED |
| Two domains are rated ACCOMPLISHED AND two domains are rated EXEMPLARY | EXEMPLARY |

**STUDENT GROWTH GOAL (SGG)**

The Student Growth Goal (SGG) measure shall be comprised of two elements for teachers in grades four (4) through eight (8) who instruct in the content areas of reading and/or math: state assessment data and progress on a locally-developed student growth goal (SGG). The state assessment data contribution shall be reported using Student Growth Percentiles (SGP).

For all other teachers, the student growth measure shall consist solely of progress on a locally-developed student growth goal.

**State Assessment Data – 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 shall be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

**Locally-Developed Student Growth Goal**

The local contribution to the SGG is based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (such as course-long or year-long duration). The SGG (including duration of the goal) 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) and reflective SMART (specific, measurable, achievable, relevant, and time-bound) goals. Development of the goal through grade level teams, PLC’s, and other professional collaborative efforts is encouraged.

**Student Growth Criteria**

*The SGG shall:*

* Align with Kentucky Core Academic Standards and appropriate for the grade level and content areas for which it was developed.
* Address an enduring skill, process, understanding, or concept that students are expected to master.
* Enable high- and low-achieving students to adequately demonstrate their knowledge and growth in comparison to the desired level of mastery.
* Provide equitable access to the curriculum and opportunity for mastery by all students, regardless of academic level, socio-economic status, ethnicity, gender, disability, etc.
* Be entered in CIITS according to the following timeline:
  + Year-long goals: within four weeks of beginning of course
  + Semester course goals: within three weeks of beginning of course
  + Nine-week course goals: within one week of beginning of course

**Rigor and Comparability of the Student Growth Goal**

To fulfill the criteria of measuring student growth at the local level, the SGG Development Protocol (Appendix B) will be used to ensure rigor and comparability of the indentified goal.

While teachers develop goals in consultation with the principal, the principal shall ensure that the goals meet the “acceptable” standards of the protocol prior to their entry into CIITS. Principals shall monitor the scoring processes and data collection related to the goal(s) during the observation cycle, grade level meeting, PLC’s, and other professional collaborative efforts which may contribute to the goal development and monitoring of student progress as appropriate.

**Growth Goal Measures**

The results of the local SGG shall be evaluated as ineffective, developing, accomplished, or exemplary based on analysis of student data collected through the selected measures. Student performance measures may include one of the following or any combination which appropriately relates to the goal or another research-based measure agreed upon by the teacher and principal at the time of goal development. All assessments must meet the district standards for rigor and comparability outlined in the SGG Development Protocol (see Appendix B).

**Pre-Test/Post-Test**

The teacher and principal will use pre and post-test results to determine the growth identified in their goal. These assessments can be identical or comparable versions.

**Repeated Measures Design**

Teachers will maintain a record of results on short-term measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than quantitative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The teacher and principal with then analyze the pattern across the repeated administration of the measures. Examples of practical applications of pre-test/post-test and the repeated measures design are included in Appendix C.

**Other Measures**

Other appropriate measures may include:

* Literacy Design Collaborative Model (LDC)
* Math Design Collaborative Model (MDC)
* Authentic Performance Tasks
* Problem-Based Learning
* MAP
* ACT
* KPREP
* AP – Advanced Placement
* STAR

**Overall Rating of Student Growth**

Principals shall review student achievement results at the end of the goal period, depending on the length of the course (nine weeks, semester, or year-long). Evaluation of the local SGG will be determined according to the following decision rules:

**Decision Rules for Evaluation of Local SGG**

|  |  |
| --- | --- |
| **Level of Attainment** | **Rating (1-3)** |
| Less than 70% of students meet both growth and/or proficiency targets | 1 – Low |
| 70% plus of students meet both growth and/or proficiency targets | 2 – Expected |
| 85% plus of students meet both growth and proficiency targets | 3 – High |

The scale for determining acceptable growth of the state student growth goal shall be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

For summative purposes, SGG evaluations shall be conducted every year. For teachers with both a state and local SGG contribution in any given year, the results shall be weighted per year 80 percent local SGG and 20 percent state SGG.

**OVERALL TEACHER PERFORMANCE**

The Overall Performance Category is guided by the educator’s ratings of professional practice and student growth.

**Summative Evaluation**

The summative evaluation conference shall occur after all observations have been completed and all sources of evidence have been considered. This includes professional growth planning/self-reflection, student voice surveys, and other evidence deemed relevant for determining the overall effectiveness rating for the teacher. The summative evaluation will be in writing on the district summative evaluation form and/or in CIITS. A copy of the evaluation will be given to the evaluatee.

All personnel evaluated will be provided an opportunity for review of their summative evaluation. All written evaluations shall be discussed with the evaluatee, and he/she will be given the opportunity to attach a written statement tot eh summative evaluation form. Both the evaluator and evulatee shall sign and date the evaluation instrument. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. All ratings must be recorded in CIITS. Summative ratings will be completed by day 160.

**DETERMINING THE OVERALL PERFORMANCE CATEGORY**

Principals are responsible for determining an Overall Performance Category for each teacher at the end of the educator’s three-year cycle (tenured staff) or annual cycle (non-tenured staff). The Overall Performance Category is guided by the educator’s overall rating of professional practice and student growth. The principal/evaluator determines the Overall Performance Category bases on two elements:

1. Overall Rating Professional Practice
2. Overall Rating of the Student Growth Goal

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 eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. 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.

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

|  |
| --- |
| Domain 1: [I, D, A, E] |
| Domain 2: [I, D, A, E] |
| Domain 3: [I, D, A, E] |
| Domain 4: [I, D, A, E] |

**PROFESSIONAL JUDGMENT**

**DOMAIN RATINGS**

**OPTIONAL**

* Other: District-determined
  + Must be identified in CEP
* Other Teacher Evidence

**REQUIRED**

* Observation
* Student Voice
* Professional Growth Plans and Self-Reflection

Teachers shall receive an overall rating of *Ineffective* (1), *Developing* (2), *Accomplished* (3), or *Exemplary* (4) based on the following decision rules table which establishes the minimum criteria for each 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 |

**Appeals Process**

Formative evaluation data or results may not be the subject of an appeal. Certified employees may appeal summative evaluation results in writing in accordance with Board Policy 03.18 by following the related Board procedures 03.18 AP 11, 12, 21, 22.

**Professional Growth and Effectiveness System**

**Principal and Assistant Principal**

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. The district evaluation process will be conducted openly with the full knowledge of the evaluatee. All principals and assistant principals shall be notified of the criteria and process for evaluation within 30 days of reporting to duty.

**Roles and Definitions**

1. **Administrator:** an individual who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standard Board pursuant to 16 KAR 3:050.
2. **Conference:** means a collaborative meeting involving the evaluator and the evaluatee for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
3. **Corrective Action Plan:** means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
4. **EPSB:** The Education Professional Standards Board (EPSB) is responsible for issuing and renewing certificates for all Kentucky teachers and administrators.
5. **Educator Development Suite:** a component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of a certified employee.
6. **Enduring Skill:** comprehensive concepts that are worthy of an extended instructional focus, fundamental to learning in other disciplines, valuable and applicable beyond one narrow context (or assessment), foundational for the application of content, relevant beyond school, and measurable over time.
7. **Evaluatee:** District/School personnel that is being evaluated
8. **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.
9. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
10. **Evidence:** documents or demonstration that indicate proof of a particular descriptor.
11. **Formative evaluation:** means a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
12. **Framework for Teaching (Danielson):** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
13. **Observation:** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
14. **Other Professional:** means any other certified staff not evaluated using the TPGES or PPGES including, but not limited to, guidance counselor, speech pathologist, librarian, etc.
15. **Peer Observer:** observation and documentation by a trained colleague selected by the building principal after consultation with the observer, who observes and documents another teacher’s professional practice and provide supportive and constructive non-evaluative feedback that can be used to improve professional practice.
16. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise, and other characteristics.
17. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
18. **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.
19. **Ratings:** teaches will be assigned the rating of Ineffective, Developing, Accomplished, or Exemplary based on the Danielson Framework for Teaching and other established criteria.
20. **Self-Reflection:** 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.
21. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound).
22. **State Contribution:** a rating based on each student’s rate of change compared to other students within a similar test score history (“academic peers”) expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.
23. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
24. **Student Growth Goal:** measurable goal(s) written by the certified employee who measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
25. **Student Growth Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
26. **Student Voice:** the state-approved student perception survey, administered each year, which provides data on specific aspects of the classroom experience and of teaching practice.
27. **Summative evaluation:** means the summary of, and conclusions from, all evaluative data, including, but not limited to the formal observation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and written evaluation report.
28. **Supervisor:** a staff member responsible for the evaluation of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
29. **Teacher:** means any certified staff person who directly instructs students.
30. **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.
31. **Val-Ed 360°:** an assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as the key processes (the how).

**Overview of Components & Summative Model**

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 is grounded in a common framework: the Principal Performance Standards. Two key components- Professional Practice and Student Growth Goals- shall be used to evaluate the principal in relation to these 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. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. 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 principals’ professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance level is “Accomplished,” but a good rule of thumb is that it is expected that a principal will live in Accomplished but occasionally visit Exemplary”. 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, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas. The following categories of evidence will be used when determining overall ratings:

* *Required Sources of Evidence:*
  + Professional Growth Planning and Self- Reflection
  + Site- Visits
  + Val-Ed 360° (or other state-mandated survey instrument)
  + Working Conditions Goal (Based on TELL KY survey)
  + State and Local Student Growth Goal data
* *Optional Sources of Evidence:*
  + Other Measures of Student Learning
  + Products of Practice
  + Other sources identified by the principal and supervisor

**PROFESSIONAL PRACTICE**

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

**Professional Growth Planning and Self-Reflection**

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.

All principals, including assistant principals, will participate in self-reflection and professional growth planning each year. Based on multiple sources of data, including the summative reflection and degree of goal attainment on the previous PGP, a new PGP shall be developed annually by day 30; revisions and implementation of the PGP shall occur on an ongoing basis as determined by the principal and supervisor.

**Site-Visits**

Site-visits are a method by which the superintendent may gain insight into the principal’s practice in relation to the principal performance standards, including specific successes and challenges at the school. Site-visits apply to building principals, but not assistant principals. During site-visits, the superintendent will discuss various aspects of the job with the principal. The principal’s responses will assist the superintendent in determining needs and concerns related to the building. Formal site-visits shall be conducted at least twice each year (minimum of one per semester).

**Val-Ed 360°**

The Val-Ed° is an assessment that provides feedback on a principal’s learning-centered behaviors via input from the principal, his/her supervisor, and teachers. All teachers who work in the building 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. Val-Ed 360° shall be conducted every two years by April 1, alternating with the administration of the TELL Kentucky survey. The district point of contact for Val-Ed° shall be appointed annually by the superintendent.

**Working Conditions Goal for Building Principal**

*-- Goal also automatically included in Assistant Principal Professional Growth Plan—*

Principals are responsible for setting one or more two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey results by day 90. The principal’s effort toward accomplishing the Working Conditions Growth Goal is a powerful way to potentially enhance professional performance and, in turn, positively impact school culture and student achievement.

**Working Conditions Goal Development Protocol**

|  |  |  |
| --- | --- | --- |
| **Key Component:** | **Acceptable** | **Needs Revision** |
| Focuses on principal performance standards  Identifies an area related to current school needs  Includes target focused on sustained improvement  References adequate data sources | Focuses on one or more standards relevant to working conditions survey results  Identifies a specific area of working conditions that has strong potential to impact student learning  Includes clear, specific target(s) with strong potential for long-term impact  Clear connection between goal and relevant, meaningful data sources for monitoring and measuring results | Focuses on a standard not relevant to the working conditions survey results  Fails to address a specific area of working conditions or limited potential to impact student learning  Target not clear or specific; or focuses on minor issue with limited potential for long-term impact  Data sources unidentified or appear to be inconsistent or inadequate to monitor progress or measure results |

The Superintendent shall conduct a midpoint review of the working conditions goal during the fall semester site-visit or no later than day 90. Additional surveys or evidence that is mutually agreed upon by the superintendent and principal may also be used to inform development and evaluation of the Working Conditions Goal(s).

**Products of Practice/Other Sources of Evidence**

Principals and assistant principals may provide additional evidence to support assessment of their professional practice. This evidence should provide information related to the principal’s/assistant principal’s practice within the domains.

*Examples of artifacts may include but are not limited to the following:*

* A collection of instructional leadership work samples
* SBDM Meeting Agendas and Minutes
* Faculty Meeting Agendas and Minutes
* Department/Grade Level Team/PLC Agendas and Minutes
* Leadership Team Meeting Agendas and Minutes
* Walk-through documentation
* Budgets
* EILA/Professional Learning experience documentation
* Analysis of survey results
* Professional Organization memberships and leadership roles
* Parent/Community engagement survey results
* Results of parent/community engagement activities
* School schedules, including master schedule and calendars

**STUDENT GROWTH GOALS (SGG)**

Student Growth Goals (SGG) shall consist of two goals: a state contribution in the form of a school report card (accountability) goal and a local contribution in the form of an ASSIST (school improvement plan) goal.

**State Contribution-Next Generation Learners Accountability Goals Based on Trajectory**

*--Goal automatically adopted by assistant principals—*

Principals are responsible for setting at least one student growth goal that is tied directly to the Next Generation Learners Accountability system based on trajectory. The superintendent and the principal will meet to discuss the trajectory for the goal, including any interim goals as needed, to establish the year’s goal that contributes toward reaching the long-term target.

**Local Contribution-ASSIST (School Improvement Plan) Goal**

*--Goal automatically adopted by assistant principals—*

The goal should be customized for the current school year based on the annual ASSIST goals. At least one Student Growth Goal set by the Principal must address achievement level of a significant gap group if not already addressed by the state goal.

**OVERALL PRINCIPAL/ASSISTANT PRINCIPAL PERFORMANCE**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is guided by the principal’s rating on professional practice and student growth goal results.

**Overall Rating of Professional Practice**

The overall rating for professional practice shall be recorded in CIITS by day 160. Based on the superintendent’s professional rating of the principal’s professional growth plans/self-reflection, site-visit results, and working conditions goal results, and any other district-defined sources of data, the superintendent shall assign a rating of *Ineffective* (1), *Developing* (2), *Accomplished* (3), or *Exemplary* (4). Based on the individual ratings for each standard, the overall professional practice rating will be determined by the superintendent using the following decision rules:

**Decision Rules for Principal’s Overall Professional Practice**

|  |  |
| --- | --- |
| ***Standards Ratings*** | ***Overall Professional Practice Rating*** |
| Standards 1 AND 2 are rated INEFFECTIVE | INEFFECTIVE |
| Standards 1 OR 2 are rated INEFFECTIVE | INEFFECTIVE or DEVELOPING |
| Standards 3, 4, 5 OR 6 are rated INEFFECTIVE | INEFFECTIVE OR DEVELOPING |
| No standards are rated lower than DEVELOPING AND three standards are rated ACCOMPLISHED | DEVELOPING OR ACCOMPLISHED |
| Three standards are rated DEVELOPING and three standards are rated ACCOMPLISHED (including Standards 1 and 2) | ACCOMPLISHED |
| Four or more standards (including Standard 1 or 2) are rated as EXEMPLARY; no standards are rated below ACCOMPLIHED | EXEMPLARY |

**Overall Rating of Student Growth**

Data collected by the principal shall be analyzed by the superintendent to determine the performance level in relation to the Local and State SGG according to the following decision rules.

**Decision Rules for Evaluation of Principal’s Local and State SGG**

|  |  |
| --- | --- |
| **Level of Attainment** | **Rating (1-3)** |
| Less than 70% of students meet both growth and/or proficiency targets | 1 – Low |
| 70% plus of students meet both growth and/or proficiency targets | 2 – Expected |
| 85% plus of students meet both growth and proficiency targets | 3 – High |

An individual rating will be determined for each goal, with a weight of 80 percent for the local SGG and 20 percent for the state SGG. Each year’s results should be averaged for the duration of the evaluation cycle to determine an overall rating for student growth and recorded in CIITS.

**Determining the Overall Performance Category**

A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings professional practice and student growth. Evaluators will use the following minimum criteria for each overall performance category to determine the overall rating.

**Decision Rules for Principal/Assistant Principal 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**

Principals and assistant principals shall be evaluated every year. Evaluation results will guide the professional growth plan as indicated in the table below.

**Decision Rules for Growth Plan Development for Principals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RATING** | **Type of Growth Plan** | | | |
| Exemplary | Directed | Self-directed | | Self-directed |
| Accomplished | Self-directed | |
| Developing | Directed | | Self-directed | |
| Ineffective | Corrective Action Plan (Evaluator Directed) | | | |
| **GROWTH LEVEL** | **Ineffective** | **Developing or Accomplished** | | **Exemplary** |

**Appeals Process**

Formative evaluation data or results may not be the subject of an appeal. Certified employees may appeal summative evaluation results in writing in accordance with Board Policy 03.18 by following the related Board procedures 03.18 AP 11, 12, 21, 22.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Classroom Teacher

Formative Instrument

Revised by Evaluation Committee – December 2009

**Dawson Springs Independent Schools Teacher Formative Instrument**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

|  |  |  |
| --- | --- | --- |
| Teacher |  |  |
| Administrator |  | Dates of Observation    /   / |

**Standard 1: Demonstrates Applied Content Knowledge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance or Proficient | | | Advanced Level Performance | |
| Meets  Does Not Meet | **1.1  Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.**  *(Lesson plans, Copies of presentations, lecture notes, Other hard copy)* |  | Meets | **1.1  Accurately and effectively communicates an in-depth understanding of concepts, processes and/or knowledge in ways that contribute to the learning of all students.** |
| Meets  Does Not Meet | **1.2  Effectively connects most content, procedures, and activities with relevant life experiences of students.**  *(Lesson plans showing real-world applications, Hand-on activities, projects, learning demonstrations by students, Learning applied outside the school context)* |  | Meets | **1.2 Effectively connects to students’ life experiences including, when appropriate, prior learning in content area/other content areas.** |
| Meets  Does Not Meet | **1.3  Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to learning.**  *(Lesson plans, Formal and in formal observations Student work)* |  | Meets | **1.3 Consistently uses instructional strategies that are appropriate for content contribute to the learning of all students.** |
| Meets  Does Not Meet | **1.4  Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.**  *(Audio Recordings, Videotapes of learning experiences, Formal and informal observations, Feedback from students regarding motivation and active involvement in learning.)* |  | Meets | **1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.** |
| Meets  Does Not Meet | **1.5 Identifies misconceptions related to content and addresses them during planning and instruction.**  *(Marker papers in use, Student work samples with meaningful feedback, Notes from conferences with students/parents, Weekly progress reports, ESS referrals and additional assistance, Agenda book notes to parents/students.)* |  | Meets | **1.5  Consistently anticipates misconceptions related to content and addresses them using appropriate instructional practices.** |

**Comments:**

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| --- |
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|  |

**Standard 2: Designs and Plans Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **2.1 States learning objectives that reflect key concepts of the discipline and are aligned with state standards.**  *(Lesson plans with specific goals and clear expectations, Wall charts outlining goals and expectations, Letters, notes, email to parents/students regarding high expectations, Rubrics, assessments with specific goals and high expectations.)* |  | Meets | 2.1 Develops challenging and appropriate learning objectives that are align ed with state/national standards and based on students’ needs, interests and abilities. |
| Meets  Does Not Meet | **2.2 Plans and designs instruction based on contextual (i.e. student, community and/or cultural) and pre-assessment data.**  *(Copies of redesigned assessments due to reflection showing a problem, Annotated lesson plans marking changes as a result of feedback, reflection.)* |  | Meets | 2.2  Plans and designs instruction that is based on significant contextual and pre-assessment data. |
| Meets  Does Not Meet | **2.3**  **Prepares assessments to measure student performance on each objective and help guide teaching.**  *(Copies of criteria, Copies of scoring guides and rubrics, Copies of authentic assessments, Grade correlations between classroom and KCCT.)* |  | Meets | 2.3  Develops well-aligned assessments that align with learning objectives, guide instruction and measure learning results. |
| Meets  Does Not Meet | **2.4 Aligns instructional strategies with learning objectives for all students.**  *(Seating charts for specific activities, Notes in lesson plans addressing room arrangement, Formal and informal observations, Videotape of lesson.)* |  | Meets | 2.4  Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. |
| Meets  Does Not Meet | **2.5**  **Plans instructional strategies that include several levels of learning requiring higher order thinking.**  *(Assessments, Student products/work/performance, Student work samples demonstrating application, Activities, products with student explanations of processes and concepts, Skill and critical thinking.)* |  | Meets | 2.5  Plans a learning sequence using strategies and activities that foster the development of higher-order thinking. |

**Comments:**

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| --- |
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**Standard 3: Creates and Maintains Learning Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **3.1 Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students’ ability to achieve the objectives.**  *( Proficient samples and models provided for students prior to assignment, Examples and non-examples cited specifically, Handouts, lesson guides)* |  | Meets | 3.1  Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in students’ ability to achieve expectations. |
| Meets  Does Not Meet | **3.2 Establishes clear standards of conduct, shows awareness of student behavior; responses to students are respectful and appropriate.**  (*Classroom rules posted and consistently followed, Written rule and procedures given to students and parents, Written communication to parents outlining expectations and keeping parents aware of behavior.)* |  | Meets | 3.2 Maintains a fair, respectful, productive classroom environment conducive to learning. |
| Meets  Does Not Meet | **3.3 Uses a variety of strategies and methods to support student diversity and address individual needs.**  *(Lesson plans with learning goals and academic expectations clearly identified, Formal and informal observations)* |  | Meets | 3.3 Consistently uses appropriate and responsive instructional strategies that address needs of all students. |
| Meets  Does Not Meet | **3.4  Treats all students with respect and concern. Monitors student interactions to encourage students to treat each other with respect and concern.**  *(Positive interaction during observation, Notes, Written reflections on success with students, Audio recordings/ video tapes of instruction and facilitation.)* |  | Meets | 3.4 Consistently treats all students with respect and concern. Actively encourages students to treat each other with respect and concern. |
| Meets  Does Not Meet | **3.5  Creates a classroom environment that is emotionally and physically safe for all students.**  *(Demonstrates flexibility in handling disciplinary process, Letters, notes, email to parents showing flexibility, creativity, Written disciplinary plan, Classroom rules and procedures consistently followed.)* |  | Meets | 3.5  Maintains a classroom environment that is emotionally and physically safe for all students. |

**Comments:**

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**Standard 4: Implements and Manages Instruction**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **4.1 Uses a variety of instructional strategies that engage students throughout lesson on tasks aligned with learning objectives.**  *(Lesson plans with learning goals and academic expectations clearly identified, Formal and Informal observations, Prompts, projects and task selection)* |  | Meets | 4.1  Consistently provides well-planned sequence of appropriate instructional strategies to actively engage students in meeting learning objectives. |
| Meets  Does Not Meet | **4.2  Implements instruction based on contextual information and assessment data.**  *(Reviews grading period results, Calculates percentage of students at each grade category, Identifies learning needs of sub-populations, Reviews test areas, concepts and skills were students performed poorly, Written reflections, journal entries and self-reflection on practice, Accepts responsibility for student success and failure)* |  | Meets | 4.2 Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances. |
| Meets  Does Not Meet | **4.3 Establishes efficient procedures for performing non-instructional tasks, handling materials/supplies, managing transitions, and organizing/monitoring group work for minimal loss of instructional time.**  *(Time flowchart, Scripting from evaluator or observer, implementation and Impact reports, Formal and informal observations)* |  | Meets | 4.3 Makes thoughtful choices about the organization and implementation of instructional/non-instructional tasks to maximize time for student learning. |
| Meets  Does Not Meet | **4.4 Uses classroom space and materials effectively to facilitate student learning.**  *(Seating charts for specific activities, Notes in lesson plans addressing room arrangement, Formal and informal observations, Videotape of lesson)* |  | Meets | 4.4  Makes optimal use of classroom space and uses variety of instructional resources/ technologies to enhance student learning. |
| Meets  Does Not Meet | **4.5  Instruction provides opportunity to promote higher-order thinking.**  *(List of questioning strategies, Audio recordings, Videotape of questioning, Higher order thinking skills inventory {Bloom’s taxonomy})* |  | Meets | 4.5  Consistently uses a variety of appropriate strategies to facilitate higher-order thinking. |

**Comments:**

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**Standard 5: Assesses and Communicates Learning Results**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **5.1 Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.**  *(Marks lesson plans in retrospect to show linkages to prior learning, Uses career planning to identify student aspirations, Hard copy of assessments marked as pre-assessment)* |  | Meets | 5.1  Consistently uses student baseline data from appropriate pre-assessments to promote learning for all students. |
| Meets  Does Not Meet | 5.2 **Uses a variety of assessments to determine each student’s progress and guide instruction.**  *(Lesson plans, examples of assessments, data showing reflection and modification to meet their needs)* |  | Meets | 5.2  Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. |
| Meets  Does Not Meet | **5.3 Uses a variety of summative assessments to measure student achievement.**  *(Lesson plans, examples of assessments, data reflecting growth)* |  | Meets | 5.3 Consistently uses appropriate summative assessments aligned with learning objectives to measure student achievement. |
| Meets  Does Not Meet | **5.4  Describes, analyzes and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.**  *(data review of classroom assessments, RTI notes, Lesson plans, Informal observations)* |  | Meets | 5.4  Consistently describes, analyzes and evaluates student performance data to determine student progress, identify differences in progress among student groups, and inform instruction. |
| Meets  Does Not Meet | **5.5 Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.**  *(Letters, notes, email to students and parents, Dated progress reports, Individual education plans)* |  | Meets | 5.5  Clearly communicates to students and parents the evidence of student performance and recommends future actions. |
| Meets  Does Not Meet | **5.6 Promotes opportunities for students to engage in accurate self-assessment of learning.**  *(journals, diaries, student learning logs)* |  | Meets | 5.6  Provides on-going opportunities for students to assess and reflect on their own performance to identify strengths and areas for future learning. |

**Comments:**

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**Standard 6: Demonstrates the Implementation of Technology**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **6.1 Uses technology to plan instruction.**  Lesson Plan |  | Meets | 6.1 Uses appropriate technology to design/plan instruction that supports/extends learning of all students. |
| Meets  Does Not Meet | **6.2  Uses technology to implement instruction that facilitates learning.**  Lesson Plan  Work products  Formal and Informal Observations |  | Meets | 6.2 Designs/implements research-based, technology infused instructional strategies to support learning of all students. |
| Meets  Does Not Meet | **6.3  Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.**  Lesson Plan  Formal and Informal Observations  Student Work. |  | Meets | 6.3  Provides varied, authentic opportunities for students to use appropriate technology to further their learning. |
| Meets  Does Not Meet | **6.4  Uses technology to assess and communicate student learning.**  Work Products  Lesson Plan  Formal and Informal Observations |  | Meets | 6.4 Uses technology to assess student learning, manage assessment data, communicate to stakeholders. |
| Meets  Does Not Meet | **6.5  Ensures that personal and student technology use is ethical and legal.**  Lesson Plans  Handouts  Verification of AUP contracts |  | Meets | 6.5  Provides/maintains a safe, secure and equitable environment that consistently promotes discerning and ethical use of technology. |

**Comments:**

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**Standard 7: Reflects On and Evaluates Teaching/Learning**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **7.1 Reflects on and accurately evaluates student learning using appropriate data.**  IC reports  KPR analysis  CSIP and CDIP reports  Student work analysis  ThinkLink data |  | Meets | 7.1  Uses formative and summative performance data to determine the learning needs of all students. |
| Meets  Does Not Meet | 7.2  **Reflects on and accurately evaluates instructional practice using appropriate data.**  Reviews grading period results  Identifies learning needs of sub-populations  Reviews test areas, concepts and skills where students performed poorly  Written reflections, journal entries and self-reflection on practice  Accepts responsibility for student success and failure. |  | Meets | 7.2  Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching. |
| Meets  Does Not Meet | **7.3 Identifies areas for professional growth using appropriate data.**  CSIP/CDIP  Curriculum/Instruction reports  Grade book reports  KPR  ThinkLInk reports |  | Meets | 7.3  Reflects on evaluations of student learning and instructional practices to identify and develop plans for professional growth. |

**Comments:**

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**Standard 8: Collaborates with Colleagues/Parents/Others**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **8.1 Identifies one or more students whose learning could be enhanced by collaboration and provides appropriate rationale.**  Copies of plans developed to meet needs.  Copies of letters requesting services or assistance from agencies. Copies of responses from school personnel or community agencies. |  | Meets | 8.1  Designs on-going process for identifying situations for learning to be enhanced by collaboration. |
| Meets  Does Not Meet | **8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.**  Written description of collaborative effort. Copy of IEP and/or SBARC conference summary with confidential information deleted. Notes form discussions with students and others. |  | Meets | 8.2 Designs plan involving colleagues/parents/others in a collaborative effort to enhance learning. |
| Meets  Does Not Meet | **8.3 Implements planned activities that enhance student learning and engage all parties.**  Lesson Plan  Formal/Informal observation  Follow up notes. |  | Meets | 8.3  Explains how the collaboration to enhance student learning has been implemented. |
| Meets  Does Not Meet | **8.4  Analyzes student learning data to evaluate the outcomes of collaboration and design next steps**  Formal / Informal Observation  Follow up notes  Written time lines,  Student work evidence |  | Meets | 8.4  Uses appropriate performance data to describe, analyze and evaluate impact of the collaborative activities on student learning and to identify next steps. |

**Comments:**

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**Standard 9: Evaluates Teaching and Implements Professional Development**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | **9.1  Identifies priority growth areas by thoroughly/accurately assessing performance on Kentucky Teacher Standards.**  Annotated previous evaluation forms  Professional Growth plans showing revisions |  | Meets | 9.1  Thoroughly/accurately assesses current performance related to KY Teacher Standards and any school/district professional development initiatives. |
| Meets  Does Not Meet | **9.2 Identifies growth priorities using data from self-assessment/student performance/feedback from colleagues.**  Journal  Written notes  Informal observations |  | Meets | 9.2  Reflects on data from multiple sources and identifies priority areas for growth. |
| Meets  Does Not Meet | **9.3 Designs a clear, logical professional growth plan that addresses all priority areas.**  Informal Observation  Professional Growth Plan |  |  |  |
| Meets  Does Not Meet | **9.4 Clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness/student learning.**  Follow up notes on Growth Plan  Self – Evaluation  Informal Observations |  | Meets | 9.4  Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning. |

**Comments:**

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**Standard 10: Provides Leadership Within School/Community/Profession**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 10.1 Identifies leadership opportunities in school/community/professional organization; selects one with potential for positive impact on learning/professional environment; is realistic in terms of knowledge/skill/time required.  Membership cards and plaques  Review of activities, Certificates , Leading school level PD, Informal Observations. |  | Meets | 10.1  Identifies leadership opportunities in school/community/profession to advance learning, improve instruction, facilitate professional development of colleagues/advocate policy change; selects opportunity to demonstrate initiative, planning, organization, professional judgment. |
| Meets  Does Not Meet | 10.2 Develops leadership work plan describing purpose, scope, impact, participants, assessment plan.  Attendance rosters, Copies of Policies developed/adopted, Minutes of meetings, Notes from conferences, Informal Observations |  | Meets | 10.2   Develops Leadership Plan that clearly  describes the purpose, scope, participants, timeline of events/actions and plan for assessing progress and impact. |
| Meets  Does Not Meet | 10.3  Implements Leadership Plan with clear timeline of events/actions /clear description of impact assessment.  Written summary of project, Actual project, Outline of program, Letters detailing initiation of project/program. |  | Meets | 10.3 Effectively implements Leadership Plan. |
| Meets  Does Not Meet | 10.4  Analyzes student learning/other data appropriately to evaluate results of planned/executed leadership efforts.  Lesson plan, Instructional materials, student work analysis, Student evaluation results analyzed. Formal and Informal observations |  | Meets | 10.4  Uses data from the leadership effort to describe, analyze, evaluate the impact on student learning. |

**Comments:**

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**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Comments:**

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Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Special Education Teacher

Formative Addendum Instrument

Revised by Evaluation Committee – December 2009

**Dawson Springs Schools Special Education Teacher Formative Addendum**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

|  |  |  |
| --- | --- | --- |
| Special Education Teacher |  | School |
| Administrator |  | Dates of Observation |

**Expectations:** The Special Education Teacher (SET) will follow district and state policies, procedures and timelines pertaining to special education implementation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Meets  Does Not Meet | **SET ensures that schedules of service delivery match the IEP requirements of the students on his/her caseload.**  Formal / Informal Observations  Special forms |  | Meets  Does Not Meet | SET provides parents with copies of required parent notifications (i.e., progress reports, ARC meeting notices, ARC conference summaries, Progress Reviews, IEPs and BIPs, etc.) as documented on the parent contact log. |
| Meets  Does Not Meet | **SET implements a daily schedule of service delivery to match the IEP requirements of all students for whom he/she provides instruction.**  Formal / Informal Observations  Special forms  Schedule/IEP |  | Meets  Does Not Meet | SET ensures that all student special education data is current, accurate and complete in the district's computer tracking system and the student’s confidential special education folder. |
| Meets  Does Not Meet | **SET notifies classroom teachers of SDI modifications and testing accommodations of his/her caseload students.**  Formal / Informal Observations  Special forms  Email  Written notes |  | Meets  Does Not Meet | SET creates student IEPs that are thorough, professionally written with data-based statements, and that adequately address the students' identified needs. |
| Meets  Does Not Meet | **SET regularly conducts progress monitoring activities for all students for whom he/she provides instruction and shares that data with the Caseload Manager.**  Formal / Informal Observations  Special forms  Lesson Plan |  | Meets  Does Not Meet | SET participates in ARC meetings in a professional, knowledgeable and caring manner. SET brings all necessary documents to ARC meetings. |
| Meets  Does Not Meet | **SET, as Caseload Manager, regularly collects progress monitoring data from all relevant teachers to document students' progress on IEP goals.**  Formal / Informal Observations  Special forms  Data analysis |  | Meets  Does Not Meet | SET initiates school-to-school transition procedures (pre-school to K, 5th to 6th and 8th to 9th) and ensures that parents are invited to fully participate (if applicable). |
| Meets  Does Not Meet | **SET ensures that the reevaluation/progress review procedural timelines and annual review timelines are implemented properly for all students on his/her caseload.**  Formal / Informal Observations  Special forms |  | Meets  Does Not Meet | SET fully coordinates post-secondary transition procedures for all students aged fourteen (14) and older on his/her caseload in a purposeful, timely manner (if applicable). |
| Meets  Does Not Meet | **In a collaborative setting, the SET is an active partner in delivering instructional activities and provides meaningful support to students.**  Formal / Informal Observations  Special forms  Meeting notes  Summaries |  | Meets  Does Not Meet | SET demonstrates an early intervention approach to student maladaptive behaviors and develops appropriate Behavioral Intervention Plans as needed. |

Comments

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Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Classroom Teacher

Summative Instrument

Revised by Evaluation Committee – December 2009

Tenured

Non tenured

# SUMMATIVE EVALUATION FOR TEACHERS

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

|  |  |
| --- | --- |
| Evaluatee | Grade Content Area |
| School | |
| Evaluator | Position |

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

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

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Ratings:** | **Consistently Meets** |  | **Inconsistently Meets** |  | **Does Not Meet \*** |
| Teacher Standards: |  |  |  |  |  |  |
| 1. Demonstrates Applied Content Knowledge |  |  |  |  |  |  |
| 2. Designs and Plans Instruction |  |  |  |  |  |  |
| 3. Creates and Maintains Learning Climate |  |  |  |  |  |  |
| 4. Implements and Manages Instruction |  |  |  |  |  |  |
| 5. Assesses and Communicates Learning Results |  |  |  |  |  |  |
| 6. Demonstrates the Implementation of Technology |  |  |  |  |  |  |
| 7. Reflects On and Evaluates Teaching/Learning |  |  |  |  |  |  |
| 8. Collaborates with Colleagues/Parents/Others |  |  |  |  |  |  |
| 9. Evaluates Teaching and Implements Prof. Dev. |  |  |  |  |  |  |
| 10. Provides Leadership within School/Community/Professional |  |  |  |  |  |  |
|  | **Overall Rating:** |  |  |  |  |  |

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

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

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Comments:**

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

Evaluatee:  Agree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Disagree with this summative evaluation *Evaluatee’s Signature Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator’s Signature Date*

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs Ind. 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.

Evaluatee’s Comments:

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Evaluator’s Comments:

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Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Special Education Teacher

Summative Addendum Instrument

Revised by Evaluation Committee – December 2009

**Special Education Addendum:** The Special Education Teacher (SET) will follow district and state policies, procedures and timelines pertaining to special education implementation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Meets  Does Not Meet | **SET ensures that schedules of service delivery match the IEP requirements of the students on his/her caseload.**  Formal / Informal Observations  Special forms |  | Meets  Does Not Meet | SET provides parents with copies of required parent notifications (i.e., progress reports, ARC meeting notices, ARC conference summaries, Progress Reviews, IEPs and BIPs, etc.) as documented on the parent contact log. |
| Meets  Does Not Meet | **SET implements a daily schedule of service delivery to match the IEP requirements of all students for whom he/she provides instruction.**  Formal / Informal Observations  Special forms  Schedule/IEP |  | Meets  Does Not Meet | SET ensures that all student special education data is current, accurate and complete in the district's computer tracking system and the student’s confidential special education folder. |
| Meets  Does Not Meet | **SET notifies classroom teachers of SDI modifications and testing accommodations of his/her caseload students.**  Formal / Informal Observations  Special forms  Email  Written notes |  | Meets  Does Not Meet | SET creates student IEPs that are thorough, professionally written with data-based statements, and that adequately address the students' identified needs. |
| Meets  Does Not Meet | **SET regularly conducts progress monitoring activities for all students for whom he/she provides instruction and shares that data with the Caseload Manager.**  Formal / Informal Observations  Special forms  Lesson Plan |  | Meets  Does Not Meet | SET participates in ARC meetings in a professional, knowledgeable and caring manner. SET brings all necessary documents to ARC meetings. |
| Meets  Does Not Meet | **SET, as Caseload Manager, regularly collects progress monitoring data from all relevant teachers to document students' progress on IEP goals.**  Formal / Informal Observations  Special forms  Data analysis |  | Meets  Does Not Meet | SET initiates school-to-school transition procedures (pre-school to K, 5th to 6th and 8th to 9th) and ensures that parents are invited to fully participate (if applicable). |
| Meets  Does Not Meet | **SET ensures that the reevaluation/progress review procedural timelines and annual review timelines are implemented properly for all students on his/her caseload.**  Formal / Informal Observations  Special forms |  | Meets  Does Not Meet | SET fully coordinates post-secondary transition procedures for all students aged fourteen (14) and older on his/her caseload in a purposeful, timely manner (if applicable). |
| Meets  Does Not Meet | **In a collaborative setting, the SET is an active partner in delivering instructional activities and provides meaningful support to students.**  Formal / Informal Observations  Special forms  Meeting notes  Summaries |  | Meets  Does Not Meet | SET demonstrates an early intervention approach to student maladaptive behaviors and develops appropriate Behavioral Intervention Plans as needed. |

Comments

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**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Comments:**

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

Evaluatee:  Agree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Disagree with this summative evaluation *Evaluatee’s Signature Date*

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*Evaluator’s Signature Date*

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs Ind. 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.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Gifted Education Teacher

Formative Instrument

Revised by Evaluation Committee – December 2009

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

**Dawson Springs Schools Gifted/Talented Teacher Formative Instrument**

|  |  |  |
| --- | --- | --- |
| Gifted/Talented Teacher |  | School |
| Administrator |  | Dates of Observations |

In order to advance school improvement, the Gifted/Talented ( GT) teacher will provide leadership focused on:

**Standard 1: Leading School Improvement**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance or Proficient | | | Advanced Level Performance | |
| Meets  Does Not Meet | 1.1  Models personal learning by attending trainings that will benefit the GT program. |  | Meets | 1.1 Facilitates professional learning of teachers by sharing new knowledge that will benefit student achievement and the GT program. |
| Meets  Does Not Meet | 1.2  Demonstrates the ability to research GT topics and present the results in clear fashion to staff. |  | Meets | 1.2 Engages teachers in educational research to identify instructional strategies to ensure success for all students. |
| Meets  Does Not Meet | 1.3  Provides resources to assist teachers with improving instruction in the classroom. |  | Meets | 1.3  Models and coaches teachers for improved instruction in the classroom. |
| Meets  Does Not Meet | 1.4  Leads small group discussions with staff to improve instructional strategies for GT students. |  | Meets | 1.4  Facilitates interaction among teachers using an adaptive process and structure fpr effective teaming/collaboration. |
| Meets  Does Not Meet | 1.5  Communicates appropriate information to GT parents. |  | Meets | 1.5  Collaborates with principal to use telecommunication and multimedia tools to share information with GT parents. |

**Comments:**

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**Standard 2: Promoting Ongoing Professional Learning for Self and Others**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 2.1  Coordinates all inter-school programs and activities for gifted education. |  | Meets | 2.1  Refines and implements inter-school programs and activities for gifted education based upon research and best practice. |
| Meets  Does Not Meet | 2.2  Models best practice for instruction. |  | Meets | 2.2  Collaborates with teachers to identify and implement content specific instructional strategies to ensure success for all students. |
| Meets  Does Not Meet | 2.3  Conducts appropriate professional development for staff. |  | Meets | 2.3  Differentiates appropriate professional development. |
| Meets  Does Not Meet | 2.4  Informs staff members of appropriate professional development opportunities. |  | Meets | 2.4  Engages teams in planning and professional growth. |
| Meets  Does Not Meet | 2.5  Maintains accurate professional development records such as sign in sheets and evaluations. |  | Meets | 2.5  Provides follow-up on professional learning needs of teachers based on PD evaluations to ensure transference to increasing student achievement. |

**Comments:**

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**Standard 3: Deepening the Instructional Capacity of Colleagues**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 3.1  Prepares reports on academic progress of GT students for staff and school based council. |  | 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. |
| Meets  Does Not Meet | 3.2  Examines barriers to GT student learning. |  | Meets | 3.2  Collaborates with colleagues to identify barriers to learning and determine interventions/high quality instructional practices to ensure success for each student. |
| Meets  Does Not Meet | 3.3  Assists teachers in analyzing units and lessons. |  | Meets | 3.3  Collaborates with colleagues to assess units/lessons and identify quality instructional practices to ensure increased student performance. |
| Meets  Does Not Meet | 3.4  Assists teachers in analyzing student work. |  | Meets | 3.4  Coaches teachers via reflective practice in improving student learning through collection/recording/analysis /sharing of student work and performance data to inform instruction. |

**Comments:**

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**Standard 4: Developing Communities of Professional Practice**

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

**Comments:**

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**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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| **Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  | **Post Conference Date \_\_\_\_\_\_\_\_\_\_** |
| **Administrator** |  | **Date** |  | **Gifted/Talented Teacher** |

Tenured

Non tenured

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Gifted Education Teacher

Summative Instrument

Revised by Evaluation Committee – December 2009

# Dawson Springs Schools SUMMATIVE EVALUATION FOR GIFTED/TALENTED TEACHER

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 \*** |
| Gifted Education Teacher Standards: |  |  |  |  |  |  |
| 1. Leading School Improvement |  |  |  |  |  |  |
| 2. Promoting Ongoing Professional Learning for  Self/Others |  |  |  |  |  |  |
| 1. Deepening the Instructional Capacity of   Colleagues |  |  |  |  |  |  |
| 1. Developing Communities of Professional   Practice |  |  |  |  |  |  |
|  | **Overall Rating:** |  |  |  |  |  |

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

1. **2.**  **3.**  **4.**

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the Professional Code of Ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

Evaluatee’s Comments:

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Evaluator’s Comments:

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

Evaluatee:  Agree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Disagree with this summative evaluation *Gifted/Talented Teacher’s Signature Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator’s Signature Date*

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs Ind. School District’s evaluation plan.

Employment Recommendation to Central Office:

Meets gifted education teacher standards for re-employment

Meets gifted education teacher standards with reservation for re-employment

Does not meet gifted education teacher 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.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Director of Special Education

Formative Instrument

Revised by Evaluation Committee – December 2009

# Special Education dIRECTOR Formative Instrument

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

|  |  |
| --- | --- |
| Special Education Director |  |
| Administrator | Date of Observation |

**Standard 1: Organization Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | Meets | 1.1  Accurately and effectively communicates an in-depth understanding of concepts, processes and/or knowledge in ways that contribute to the learning of all students. |
| Meets  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. |  | Meets | 1.2  Effectively connects to students’ life experiences including, when appropriate, prior learning in content area/other content areas. |
| Meets  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. |  | Meets | 1.3  Consistently uses instructional strategies that are appropriate for content contribute to the learning of all students. |

**Comments:**

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**Standard 2: Collaboration**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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:**

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**Standard 3: Communication**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 3.1  Communicates acceptably by presenting information that is fairly accurate, logical, complete and concise; oral and written communications usually follow proper grammar, usage and mechanical conventions. |  | Meets | 3.1  Communicates effectively by presenting information accurately, logically, completely and concisely; oral and written communications consistently follow proper grammar, usage and mechanical conventions. |

**Comments:**

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**Standard 4: Professionalism**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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. |
| Meets  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. |  | 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. |
| Meets  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. |  | 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:**

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**Standard 5: Expectations**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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 Director Job Description. |  | 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 Director Job Description. |

**Comments:**

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

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**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Management Techniques:**

**Employee Promotes and incorporates management techniques that are fair and respect diversity and individual differences::**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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| **Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  | **Post Conference Date \_\_\_\_\_\_\_\_\_\_** |

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

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| **Administrator** |  | **Date** |  | **Director** |

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Director of Special Education

Summative Instrument

Revised by Evaluation Committee – December 2009

Tenured

Non tenured

# SUMMATIVE EVALUATION FOR SPECIAL EDUCATION DIRECTOR

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 \*** |
| Special Education Director Standards: |  |  |  |  |  |  |
| 1. Organizational Skills |  |  |  |  |  |  |
| 2. Collaboration |  |  |  |  |  |  |
| 3. Communication |  |  |  |  |  |  |
| 4. Professionalism |  |  |  |  |  |  |
| 5. Expectations |  |  |  |  |  |  |
|  | **Overall Rating:** |  |  |  |  |  |

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

1.  2.  3.  4.  5.

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Management Techniques:**

**Employee Promotes and incorporates management techniques that are fair and respect diversity and individual differences::**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

Evaluatee’s Comments:

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Evaluator’s Comments:

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***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 Director’s Signature Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator’s Signature Date*

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs 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.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Guidance Counselor

Formative Instrument

Revised by Evaluation Committee – December 2009

**Guidance Counselor Formative Instrument**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

|  |  |
| --- | --- |
| Guidance Counselor |  |
| Administrator | Date of Observation |

**Standard 1: Guidance Program Management, Research and Evaluation**

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

**Standard 2: Developmental Guidance Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 2.1  Assesses the developmental needs of students. |  | 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. |
| Meets  Does Not Meet | 2.2  Addresses academic expectations and school-to-work initiatives. |  | Meets | 2.2  Develops and implements a guidance curriculum that consistently adjusts to the unique needs of the students, school, and community. |
| Meets  Does Not Meet | 2.3  Prepares students for successful transitions. |  | **Comments:** | |
| Meets  Does Not Meet | 2.4  Evaluates results of guidance curriculum’s impact. |  |
| Meets  Does Not Meet | 2.5  Modifies the guidance curriculum as needed to continually meet the needs of students. |  |
| Meets  Does Not Meet | 2.6  Guides individuals and groups of students through the development of educational and career plans. |  |
| Meets  Does Not Meet | 2.7  Provides guidance for maximizing personal growth and development. |  |
| Meets  Does Not Meet | 2.8  Teaches the school developmental guidance program. |  |
| Meets  Does Not Meet | 2.9  Assists teachers in teaching the guidance program. |  |

**Standard 3: Individual/Small Group Counseling**

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

**Standard 4: Consultation/Collaboration**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 4.1  Consult with parents, staff, administrators and others to enhance their work with students. |  | Meets | 4.1  Consistently works with students and school/community resources to remove barriers to, learning and support appropriate student behavior. |
| Meets  Does Not Meet | 4.2  Interprets relevant information concerning the developmental needs of students. |  | **Comments:** | |
| Meets  Does Not Meet | 4.3  Reduces student learning barriers through direct referred services. |  |
| Meets  Does Not Meet | 4.4  Facilitates new student integration into the school environment. |  |
| Meets  Does Not Meet | 4.5  Works with teachers to provide support in crisis situations. |  |
| Meets  Does Not Meet | 4.6 Interacts with SBDM, school board, FRC/YSC Advisory Council and/or school committees. |  |
| Meets  Does Not Meet | 4.7 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies. |  |
| Meets  Does Not Meet | 4.8 Consults with external community and professional resources. |  |

**Standard 5: The Counselor Assesses and Communicates Learning Results**

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

**Standard 6: Assessment**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 6.1  Participates in the planning and evaluation of the district assessment plan. |  | 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. |
| Meets  Does Not Meet | 6.2  Assesses, interprets and communicates learning results to students, faculty, parents, and community about aptitude, achievement, interests, temperament and learning styles. |  | **Comments:** | |
| Meets  Does Not Meet | 6. 3  Collaborates with staff on assessment of special needs students. |  |
| Meets  Does Not Meet | 6.4  Uses assessment results and other student data to formulate student career/graduation plans. |  |
| Meets  Does Not Meet | 6.5  Coordinates student records to ensure confidentiality of assessment data. |  |
| Meets  Does Not Meet | 6.6  Provides orientation sessions for faculty/students/parents regarding the assessment system. |  |

**Standard 7: Adheres to Professional Standards**

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| **\_\_\_\_\_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**

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| \_\_\_\_\_**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 at school, in professional organizations and/or in 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**

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| \_\_\_\_\_**9.1** Analyzes student performance to help identify professional development needs/establish 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**

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| \_\_\_\_\_**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.  Commnts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tenured

Non tenured

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Guidance Counselor

Summative Instrument

Revised by Evaluation Committee – December 2009

# 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 |  |
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| Evaluator | Position |

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

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

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

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

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

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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Evaluatee’s Comments:

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Evaluator’s Comments:

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***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 Dawson Springs Independent Schools 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.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

School Psychologist

Formative Instrument

Revised by Evaluation Committee – December 2009

**School Psychologist Formative Instrument**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

|  |  |
| --- | --- |
| School Psychologist |  |
| Administrator | Date of Observation |

**Standard 1: Demonstrates Professional Competency**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance or Proficient | | | Advanced Level Performance | |
| Meets  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. |  | Meets | 1.1  Refers students to outside agencies when their needs exceed the scope/competency of the school psychologist. |
| Meets  Does Not Meet | 1.2  Accurately represents competency  levels. |  | Meets | 1.2  Effectively communicates own training and skill levels to clients (parents, teachers). |
| Meets  Does Not Meet | 1.3  Engages in continuing professional  development. |  | Meets | 1.3  Actively seeks opportunities to learn new information to enhance competency level. |
| Meets  Does Not Meet | 1.4  Knows and applies *Principles for*  *Professional Ethics* to situations within his/her practice. |  | Meets | 1.4  Actively ensures that he/she follows professional ethics, particularly when his/her recommendations are challenged. |

**Comments:**

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**Standard 2: Engages in Professional Relationships**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 2.1  Maintains professional relationships with students, parents, and the school community. |  | 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. |
| Meets  Does Not Meet | 2.2  Respects the wishes of parents who object to school psychological services or his/her recommendations. |  | 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. |
| Meets  Does Not Meet | 2.3  Discusses confidential information for professional purposes only. |  | Meets | 2.3  Respects and ensures the confidentiality of information obtained in professional practice. |
| Meets  Does Not Meet | 2.4  Explains services to parents/guardians in a clear and understandable manner. |  | 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. |
| Meets  Does Not Meet | 2.5  Discusses the recommendations and plans for assisting students with their parents. |  | Meets | 2.5  Encourages and promotes parental participation in designing services provided to their children. |

**Comments:**

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**Standard 3: Engages in Professional Practices**

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

**Comments:**

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**Standard 4: Follows Best Practice Guidelines**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | Meets | 4.1  Collaborates effectively with other team members to evaluate the outcomes of service delivery. |
| Meets  Does Not Meet | 4.2  Demonstrates the ability to listen well, convey information, and participate in discussions. |  | Meets | 4.2  Demonstrates the ability to work together with others at individual, group, and systems levels. |
| Meets  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. |  | Meets | 4.3  Collaborates effectively with others to monitor student progress toward those goals. |
| Meets  Does Not Meet | 4.4  Advocates for effective programs and needed services. |  | Meets | 4.4  Actively develops policies/practices and develops funding strategies to provide effective programs and needed services. |
| Meets  Does Not Meet | 4.5  Demonstrates knowledge of prevention, health promotion, and crisis intervention methods. |  | Meets | 4.5  Appropriately and regularly utilizes prevention, health promotion, and crisis intervention methods as part of professional practice. |

**Comments:**

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**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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| **Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  | **Post Conference Date \_\_\_\_\_\_\_\_\_\_** |

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|  |  |  |  |  |
| **Administrator** |  | **Date** |  | **School Psychologist** |

Tenured

Non tenured

# 

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

School Psychologist

Summative Instrument

Revised by Evaluation Committee – December 2009

# 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.

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| --- | --- |
| Evaluatee |  |
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| Evaluator | Position |

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

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

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Ratings:** | **Consistently Meets** |  | **Inconsistently Meets** |  | **Does Not**  **Meet \*** |
| School Psychologist Standards: |  |  |  |  |  |  |
| 1. Demonstrates Professional Competency |  |  |  |  |  |  |
| 2. Engages in Professional Relationships |  |  |  |  |  |  |
| 3. Engages in Professional Practices |  |  |  |  |  |  |
| 4. Follows Best Practices Guidelines |  |  |  |  |  |  |
|  | **Overall Rating:** |  |  |  |  |  |

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

1.  2.  3.  4.

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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| **Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  | **Post Conference Date \_\_\_\_\_\_\_\_\_\_** |

Evaluatee’s Comments:

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Evaluator’s Comments:

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***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 Dawson Springs Independent Schools 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.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Speech Language Pathologist

Formative Instrument

Revised by Evaluation Committee – December 2009

**Dawson Springs Schools Speech Language Pathologist Formative Instrument**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | | | Growth | Assistance | Corrective |
| Speech Pathologist | | | |  |  | | | | |
| Administrator | | | |  | Date of Observation | | | | |

**Standard 1: Creates and Maintains Learning Climate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance or Proficient | | | Advanced Level Performance | |
| Meets  Does Not Meet | 1.1  Interactions are appropriate, without inconsistencies, favoritism, or inappropriate negative interaction with students. |  | 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. |
| Meets  Does Not Meet | 1.2  Expectations and procedures have been established and communicated. Most students appear to be aware of and understand them. |  | Meets | 1.2 Establishes procedures that promote student self-reliance and self-discipline; creatively uses natural consequences. |

**Comments:**

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**Standard 2: Demonstrates Organizational Skills**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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. |
| Meets  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. |  | 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 |
| Meets  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. |  | 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:**

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**Standard 3: Demonstrates Coordinating/Collaborative Functions**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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:**

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

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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:**

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**Standard 5: Completes Evaluations and Assessments**

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| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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 are 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. |
| Meets  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. |  | 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:**

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**Standard 6: Demonstrates Compliance Monitoring**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 6.1  IEP is complete. Goals and objectives are measurable and include criteria, evaluation, procedures or schedules. |  | 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:**

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**Standard 7: Implements Treatment/Intervention Therapy**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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. |
| Meets  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. |  | 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Standard 8: Demonstrates Professionalism**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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 relationships with others within the school and with outside agencies. | |
| Meets  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. |  | 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. | |
| Meets  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. |  | 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Comments:**

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| **Pre-Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  | **Post Conference Date \_\_\_\_\_\_\_\_\_\_** |

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| **Administrator** |  | **Date** |  | **School Psychologist** |

Tenured

Non tenured

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Speech Language Pathologist

Summative Instrument

Revised by Evaluation Committee – December 2009

# 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.

|  |  |
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| Evaluatee |  |
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| Evaluator | Position |

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

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

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

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

1.  2.  3.  4.  5. 6. 7. 8.

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

Speech Language Pathologist Comments:

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Evaluator’s Comments:

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***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 Signature Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator’s Signature Date*

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs Independent Schools 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.

Dawson Springs Independent Schools

INSTRUCTIONAL

EVALUATION PLAN

Media Specialist

Formative Instrument

Revised by Evaluation Committee – December 2009

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| --- | --- | --- | --- | --- | --- | --- |
| Tenured | Non-tenured |  | **Plan:** | Growth | Assistance | Corrective |

**Dawson Springs Schools Media Specialist Formative Instrument**

|  |  |  |
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| Media Specialist |  |  |
| Administrator |  | Dates of Observation |

**Standard 1: Management and Administration of Library/Media Center**

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

**Standard 2: Provides Exemplary Resources Through Collection Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 2.1  Follows district material selection policy. |  | Meets | 2.1  Is knowledgeable and promotes an up-to-date collection that fully addresses the informational needs of the school, students and faculty. |
| Meets  Does Not Meet | 2.2  Chooses materials using selection tools, bibliographies, and periodical reviews. |  | Comments: | |
| Meets  Does Not Meet | 2.3  Plans with teachers and administration to develop the collection of materials to support the school curriculum. |  |
| Meets  Does Not Meet | 2.4  Maintains a professional collection. |  |
| Meets  Does Not Meet | 2.5  Keeps a current automated catalog. |  |
| Meets  Does Not Meet | 2.6  Maintains the statistical records and a shelf list to verify holdings in collection. |  |
| Meets  Does Not Meet | 2.7  Makes general repairs, weeds collection and takes annual inventory. |  |

**Standard 3: Provides Effective Library Media Services**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 3.1  Ensures the media center is central to the instructional program of the school. |  | Meets | 3.1  Works closely with faculty and students to enhance the overall effectiveness of the media center to maximize educational opportunity. |
| Meets  Does Not Meet | 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. |  | **Comments:** | |
| Meets  Does Not Meet | 3.3  Participates as a member of the instructional team in curriculum and plans regularly with the teachers. |  |
| Meets  Does Not Meet | 3.4  Provides leadership to incorporate technology as required by the curriculum/instructional team. |  |
| Meets  Does Not Meet | 3.5  Provides training/connection to curriculum to staff in the use of new materials, technology and equipment. |  |
| Meets  Does Not Meet | 3.6  Provides the resources and promotes recreational reading for the school community. |  |
| Meets  Does Not Meet | 3.7  Provides orientation for new staff and students. |  |
| Meets  Does Not Meet | 3.8  Assists teachers in the selection of materials to support instruction. |  |
| Meets  Does Not Meet | 3.9  Establishes positive rapport and maintains effective communication with staff and students. |  |
| Meets  Does Not Meet | 3.10  Is available as a personal resource for all students and faculty. |  |

**Standard 4: Enables Students to Become Effective Information Users**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Level Performance | | | Advanced Level Performance | |
| Meets  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. |  | 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. |
| Meets  Does Not Meet | 4.2  Informally evaluates individual and group needs and provides appropriate learning experiences. |  | **Comments:** | |
| Meets  Does Not Meet | 4.3  Provides for independent and cooperative group learning. |  |
| Meets  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. |  |
| Meets  Does Not Meet | 4.5  Guides students in the selection of appropriate resources. |  |
| Meets  Does Not Meet | 4.6  Helps students develop habits of independent reference work/literacy in using reference materials for planned assignments. |  |
| Meets  Does Not Meet | 4.7  Promotes student appreciation of forms of literature/emphasizing high quality materials that result in academic achievement. |  |
| Meets  Does Not Meet | 4.8  Encourages development of life-long reading, listening, viewing, critical thinking skills in all modes of communication. |  |
| Meets  Does Not Meet | 4.9  Assists students in the use of multi-media for completing projects. |  |
| Meets  Does Not Meet | 4.10  Incorporates the use of technology in accessing information. |  |

**Standard 5: Demonstrates the Implementation of Technology**

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

**Comments:**

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**Standard 6: Reflects On and Evaluates Teaching/Learning**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 6.1  Identifies areas for professional growth using appropriate data. |  | Meets | 6.1  Reflects on evaluations of student learning and instructional practices to identify and develop plans for professional growth. |

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Standard 7: Collaboration with Colleagues/Parents/Others**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 7.1  Designs a plan to enhance student learning that includes all parties in the collaborative effort. |  | Meets | 7.1  Designs a plan involving colleagues/parents/others in a collaborative effort to enhance learning. |
| Meets  Does Not Meet | 7.2  Implements planned activities that enhance student learning and engage all parties. |  | Meets | 7.2  Explains how collaboration to enhance student learning has been implemented. |
| Meets  Does Not Meet | 7.3  Demonstrates effective interpersonal and communication skills among peers, students, parents and others |

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Standard 8: Evaluates Teaching and Implements Professional Development**

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

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Standard 9: Provides Leadership Within School/Community/Profession**

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| Initial Level Performance | | | Advanced Level Performance | |
| Meets  Does Not Meet | 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. |  | 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. |
| Meets  Does Not Meet | 9.2  Develops leadership work plan describing purpose, scope, impact, participants, assessment plan. |  | Meets | 9.2  Develops leadership plan that clearly describes the purpos, scope, participants, timeline of events/actions and plan for assessing progress and impact. |
| Meets  Does Not Meet | 9.3  Implements leadership plan with clear timeline of events/actions with clear description of impact assessment. |  | Meets | 9.3  Effectively implement leadership plan. |
| Meets  Does Not Meet | 9.4  Analyzes student learning/other data appropriately to evaluate results of planned/executed leadership efforts. |  | Meets | 9.4  Uses data from the leadership effort to describe, analyze, evaluate the impact on student learning. |

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| **Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | |  | |  | |
| **Performance Responsibilities:**  **Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**  **Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**  **Performance Duties:**  **Employee performance of duties is consistent with school, community goals and administrative regulations:**  Meets Does Not Meet  **Professional Code of Ethics:**  **Employee performance adheres to the professional code of ethics:**  Meets Does Not Meet  **Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  | | --- | |  | |  | |  |     **Pre Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Conference Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Administrator Date Media Specialist**  Dawson Springs Independent Schools  INSTRUCTIONAL  EVALUATION PLAN  Media Specialist    Summative Instrument  Revised by Evaluation Committee – December 2009 |

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.

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| Media Specialist |  |
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| Evaluator | Position |

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

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

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|  | **Ratings:** | **Consistently Meets** |  | **Inconsistently Meets** |  | **Does Not**  **Meet \*** |
| Media Specialist Standards: |  |  |  |  |  |  |
| 1. Management and Administration |  |  |  |  |  |  |
| 2. Provides Resources |  |  |  |  |  |  |
| 3. Provides Effective Library Media Services |  |  |  |  |  |  |
| 4. Enables Students to Become Effective Info. Users |  |  |  |  |  |  |
| 5. Demonstrates Implementation of Technology |  |  |  |  |  |  |
| 6. Evaluates Teaching/Learning |  |  |  |  |  |  |
| 7. Collaborates with Collegues |  |  |  |  |  |  |
| 8. Evaluates and Implements Professional Dev. |  |  |  |  |  |  |
| 9. Provides Leadership |  |  |  |  |  |  |
| **Overall Rating** |  |  |  |  |  |  |

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

1.  2.  3.  4.  5. 6. 7. 8. 9.

**Performance Responsibilities:**

**Employee is consistently present to perform job assignments:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_**

**Employee is consistently punctual for job assignment in and out of school:** Meets Does Not Meet **Total days absent \_\_\_\_\_\_\_**

**Performance Duties:**

**Employee performance of duties is consistent with school, community goals and administrative regulations:**

Meets Does Not Meet

**Professional Code of Ethics:**

**Employee performance adheres to the professional code of ethics:**

Meets Does Not Meet

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Media Specialist Comments:

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Evaluator’s Comments:

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***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 Signature Date*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator’s Signature Date*

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs Independent Schools 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.

CLASSIFIED PERSONNEL

**PERFORMANCE EVALUATION**

The performance of all non-administrative classified personnel is to be evaluated annually. Written evaluations are to be turned in to the Personnel Office on or before the last working day of April.

Each employee’s performance will be evaluated by his/her immediate supervisor.

For each indicator, check the column which describes the degree to which the employee meets performance expectations. Use the comments section to expand or clarify. (If an employee does not meet expectations for a given indicator, a written comment is expected.)

The evaluator and employee will both sign below. The employee’s signature indicates that he/she has had his/her evaluation reviewed by the evaluator. It does not imply that he/she agrees or disagrees with the evaluation. The evaluator will reproduce two copies of the written evaluation. One copy will be provided to the employee. One copy will be retained by the evaluator, and the original will be submitted to the Personnel Office.

If the employee believes the evaluation to be inaccurate and/or to have failed to take extenuating circumstances into consideration, he/she may make a written rebuttal to the evaluation. The evaluator is obligated to attach the rebuttal to the copy of the evaluation which he/she keeps on file and to the original of the evaluation which is to be filed by the Personnel Office. In a case where the employee feels that his/her evaluation has been unjust, h/she may appeal it via the grievance procedures established by Board Policy.

I have read this report and have had an opportunity to discuss it in a conference with my immediate supervisor.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employee Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature Date

**Signature of this form by the employee does not indicate agreement, but shows that interview has been held. If employee has desire to appeal contents of this evaluation , this may be accomplished in writing to the Superintendent within 10 days of the date of the evaluation conference.**

**PERFORMANCE EVALUATION – SCHOOL YEAR 20\_\_\_\_ - 20 \_\_\_\_\_**

Employee Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Department/Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section I – Job Performance:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds**  **Expectations** | **Meets**  **Expectations** | **Does not meet**  **Expectations** | **Not**  **Applicable** |
| 1. Completes work assignments according to job description. |  |  |  |  |
| 2. Is complete and thorough in fulfillment of job requirements. |  |  |  |  |
| 3. Possess technical knowledge/skill required to complete tasks. |  |  |  |  |
| 4. Meets or exceeds quality and quantity of work expected. |  |  |  |  |
| 5. Listens and accepts instructions. |  |  |  |  |
| 6. Meets deadlines; shifts to new task when priorities change. |  |  |  |  |
| 7. Plans and organizes to accomplish work goals. |  |  |  |  |
| 8. Thoroughly completes all records, reports and documents as required. |  |  |  |  |
| 9. Exhibits cooperation with co-workers; works well as a team member. |  |  |  |  |
| 10. Approaches assignments in a positive manner. |  |  |  |  |
| 11. Discusses assignments and problems with supervisor(s). |  |  |  |  |
| 12. Does routine work without instructions; is capable of independent action. |  |  |  |  |
| 13. Demonstrates interest and concerns about his/her work |  |  |  |  |
| 14. Takes advantage of opportunities to develop job skills. |  |  |  |  |
| 15. Is willing to work overtime when duties demand. |  |  |  |  |
| **COMMENTS:** | | | | | |

**Section II – Responsibility:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds**  **Expectations** | **Meets**  **Expectations** | **Does not meet**  **Expectations** | **Not**  **Applicable** |
| 1. Maintains confidentiality of school related business. |  |  |  |  |
| 2. Operates within established policy guidelines. |  |  |  |  |
| 3. Demonstrates care in use of board equipment/supplies. |  |  |  |  |
| 4. Assumes responsibility voluntarily. |  |  |  |  |
| 5. Does own follow-through to ensure job completion. |  |  |  |  |
| **COMMENTS:** | | | | | |

**Section III – Personal Characteristics:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds**  **Expectations** | **Meets**  **Expectations** | **Does not meet**  **Expectations** | **Not**  **Applicable** |
| 1. Is tactful, friendly, and courteous with co-workers and the public. |  |  |  |  |
| 2. Has a positive rapport with children. |  |  |  |  |
| 3. Maintains a neat appearance. |  |  |  |  |
| 4. Reports to work on time, is punctual returning from breaks and meal times. |  |  |  |  |
| 5. Uses sick and personal leave appropriately. |  |  |  |  |
| **COMMENTS:** | | | | | |

**Section IV – Supervisory Skills:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds**  **Expectations** | **Meets**  **Expectations** | **Does not meet**  **Expectations** | **Not**  **Applicable** |
| 1. Evaluates subordinates objectively on work performance. |  |  |  |  |
| 2. Coordinates distributions of workloads for maximum efficiency. |  |  |  |  |
| 3. Accomplishes work goals within time and resource limitation. |  |  |  |  |
| 4. Practices wise use of district funds. |  |  |  |  |
| 5. Handles discipline problems consistently and constructively. |  |  |  |  |
| **COMMENTS:** | | | | | |

|  |
| --- |
| **Specific areas in which employee’s performance needs improvement:** |

|  |
| --- |
| **Recommendations for achieving improvement:** |

**Attach additional documents if desired**

|  |  |
| --- | --- |
| **Domain 1**  **Planning & Preparation** | **Domain 2**  **Classroom Environment** |
| 1. Demonstrating Knowledge of Content and Pedagogy    1. Knowledge of Content and the Structure of the Discipline    2. Knowledge of Prerequisite Relationships    3. Knowledge of Content-Related Pedagogy 2. Demonstrating Knowledge of Students    1. Knowledge of Child and Adolescent Development    2. Knowledge of the Learning Process    3. Knowledge of Students’ Skills, Knowledge, and Language Proficiency    4. Knowledge of Students’ Interests and Cultural Heritage    5. Knowledge of Students’ Special Needs 3. Selecting Instructional Outcomes    1. Value, Sequence, and Alignment    2. Clarity    3. Balance    4. Suitability for Diverse Learners 4. Demonstrating Knowledge of Resources    1. Resources for Classroom Use    2. Resources to Extend Content Knowledge and Pedagogy    3. Resources for Students 5. Designing Coherent Instruction    1. Learning Activities    2. Instructional Materials and Resources    3. Instructional Groups    4. Lesson and Unit Structure 6. Designing Student Assessment    1. Congruence with Instructional Outcomes    2. Criteria and Standards    3. Design of Formative Assessments    4. Use for Planning | 1. Creating an Environment of Respect and Rapport    1. Teacher Interaction with Students    2. Student Interactions with One Another 2. Establishing a Culture for Learning    1. Importance of the Content    2. Expectations for Learning and Achievement    3. Student Pride in Work 3. Managing Classroom Procedures    1. Management of Instructional Groups    2. Management of Transitions    3. Management of Materials and Supplies    4. Performance of Non-Instructional Duties    5. Supervision of Volunteers and Paraprofessionals 4. Managing Student Behavior    1. Expectations    2. Monitoring of Student Behavior    3. Response to Student Misbehavior 5. Organizing Physical Space    1. Safety and Accessibility    2. Arrangement of Furniture and Use of Physical Resources |

|  |  |
| --- | --- |
| **Domain 3**  **Instruction** | **Domain 4**  **Professional Responsibilities** |
| 1. Communicating with Students    1. Expectations for Learning    2. Directions and Procedures    3. Explanation of Content    4. Use of Oral and Written Language 2. Using Questioning and Discussion Techniques    1. Quality of Questions    2. Discussion Techniques    3. Student Participation 3. Engaging Students in Learning    1. Activities and Assignments    2. Grouping of Students    3. Instructional Materials and Resources    4. Structure and Pacing 4. Using Assessment in Instruction    1. Assessment Criteria    2. Monitoring of Student Learning    3. Feedback to Students    4. Student Self-Assessment and Monitoring of Progress 5. Demonstrating Flexibility and Responsiveness    1. Lesson Adjustment    2. Response to Students    3. Persistence | 1. Reflecting on Teaching    1. Accuracy    2. Use in Future Teaching 2. Maintaining Accurate Records    1. Student Completion of Assignments    2. Student Progress in Learning    3. Non-Instructional Records 3. Communicating with Families    1. Information About the Instructional Program    2. Information About Individual Students    3. Engagement of Families in the Instructional Program 4. Participating in a Professional Community    1. Relationships with Colleagues    2. Involvement in a Culture of Professional Inquiry    3. Service to the School    4. Participation in School and District Projects 5. Growing and Developing Professionally    1. Enhancement of Content Knowledge and Pedagogical Skill    2. Receptivity to Feedback from Colleagues    3. Service to the Profession 6. Demonstrating Professionalism    1. Integrity and Ethical Conduct    2. Service to Students    3. Advocacy    4. Decision Making   Compliance with School and District Regulations |

### 

## SGG STUDENT GROWTH GOAL SETTING Template



|  |  |
| --- | --- |
| **Teacher** |  |
| **EPSB ID#** |  |
| **School** |  |
| **Administrator** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Initial Conference** | **Content**   * The goal is being written around which grade/subject/level? |  | | | |
| **Context**   * What are the characteristics or special learning circumstances of my class(es)? |  | | | |
| **Baseline Data**   * What are the learning needs of my students? * Attach supporting data. |  | | | |
| **Student Growth Goal Statement**   * **Does my goal meet the SMART criteria?** |  | | | |
| **Strategies for Improvement**   * How will I help students attain this goal? * Provide specific actions that will lead to goal attainment. |  | | | |
| **Teacher Signature:** | | **Date:** | **Administrator Signature:** | **Date:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mid-Course Review** | **Collaborative Mid-Course Data Review**   * What progress has been made? * Attach supporting data |  | | | |
| **Strategy Modification**   * What adjustments need to be made to my strategies? |  | | | |
| **Teacher Signature:** | | **Date:** | **Administrator Signature:** | **Date:** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Post-Conference** | **End-of-Year Data**   * What does the end of the year data show? * Attach data |  | | | | | | | |
| **Reflection on Results**   * Overall, what worked, or what should be refined? |  | | | | | | | |
| **Connection to Framework for Teaching** |  | | | I | D | | A | E |
| **Professional Growth Plan Implications**   * How can I use these results to support my professional growth? |  | | | | | | | |
| **Teacher Signature:** | | **Date:** | **Administrator Signature:** | | | **Date:** | | |

### Step-By-Step SMART Goal Process



\*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

|  |  |
| --- | --- |
| Component | Possible Observables |
| ***2A - Creating an Environment of Respect and Rapport*** |  |
| ***2B - Establishing a Culture for Learning*** |  |
| ***2C - Managing Classroom Procedures*** |  |
| ***2D - Managing Student Behavior*** |  |
| ***2E - Organizing Physical Space*** |  |
| ***3A - Communicating with students*** |  |
| ***3B - Questioning and Discussion Techniques*** |  |
| ***3C - Engaging Students in Learning*** |  |
| ***3D - Using Assessment in Instruction*** |  |
| ***3E - Demonstrating Flexibility and Responsiveness*** |  |

## 

## 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:**   * 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:**  ***Identify the documentation intended to demonstrate your professional growth.*** | | |
| □ Artifacts | □ Self-Assessment | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | □ Observation Data |
| □ 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:** |

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 |  | Evalutor’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating | | | | | | |

**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**  *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 | D | A | E |  |
| **2. School Climate**  *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 | D | A | E |  |
| **3. Human Resource Management**  *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 | D | A | E |  |
| **4. Organizational Management**  *The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.* | I | D | A | E |  |
| **5. Communication and Community Relationship**  *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.* | I | D | A | E |  |
| **6. Professionalism**  *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 | 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-1: State Student Growth**

|  |  |  |
| --- | --- | --- |
| **State Student Growth Goal Statement**  (*Based on one of the State goals within your CSIP.)* |  | |
| **Process or Rubric for Determining High, Expected or Low Growth.** |  | |
| **Principal’s Student Growth Plan**  *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)* | | |
| **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 B-2: Local Student Growth**

|  |  |  |
| --- | --- | --- |
| **Local Student Growth Goal Statement**  (*Based on School Need* |  | |
| **Process or Rubric for Determining High, Expected or Low Growth** |  | |
| **Principal’s Student Growth Plan**  *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)* | | |
| **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**  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? | **Strategies/Actions**  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? | **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 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:**   * **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**  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? | **Strategies/Actions**  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? | **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? |
|  |  |  |  |

|  |  |
| --- | --- |
| **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

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| **Principal Growth Goals-Review** | |
| (Describe goal progress and other relevant data.) | Mid-year review conducted on\_\_\_\_\_\_\_\_ Initials \_\_\_\_\_\_ \_\_\_\_\_\_  Principal’s Superintendent |

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

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| **Date:** | **End of Year Student Growth Reflection:** |
| **End-of-Year Data Results** (Accomplishments at the end of year.) | Data attached |
| **Date:** | **End of Year TELL KY Working Conditions Growth Reflection:** |
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| **Date:** | **End of Year Professional Growth Reflection:** |
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| **Next Steps:** |
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| **Administrator’s Signature:** | **Date:** |
| **Superintendent’s Signature:** | **Date:** |