

Marion County Public Schools Certified Evaluation Plan

Revised May 2015

Where We



Marion County Public Schools Certified Evaluation Plan Committee

For additional information about the MCPS Certified Personnel Evaluation Plan, please contact:

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ASSURANCES

MARION COUNTY PUBLIC SCHOOL CERTIFIED EVALUATION PLAN

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

1. This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
2. 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.
3. All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.
4. All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.
5. All tenured teachers will be evaluated a minimum of once every three years.
6. Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.
7. Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
8. Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
9. The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.
10. The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
11. 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 _____

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

MISSION: MCPS: Where WE.....DREAM, BELIEVE & ACHIEVE!

VISION: MCPS is committed to the educational growth of every member in our community.

We **BELIEVE** in...

Delivering a rigorous and intentional curriculum ensures ALL students graduate College &/or Career Ready.

Recognizing that each student learns differently so that by personalizing learning supports each student will be successful at grade level transitions.

Engaging families & the community understanding that learning begins at birth and can be supported to higher levels through literacy.

Achieving results through data driven decisions and on-going assessments resulting in continuous school improvement.

Maintaining a safe, welcoming, school environment.

Inspiring a culture of High Expectations and Accountability for continuous learning.

Nurturing relationships that build active partnerships with students, staff, families and community.

Growing visionary leaders that will shape the future for Marion County.



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District: MarionDate of Review: April 30, 2015Evaluation Contact Person: Tammy Newcome-Instructional Supervisor

| Model CEP Page # | Page Number in District *Page CEP | Indicators taken from KRS 156.557 and 704 KAR 3:370 |
|--------------------------------|---|---|
| A. Procedures and Plan: | | |
| | 1 | 1. Developed by 50/50 Committee equal number of teachers and administrators. |
| | 2 | 2. Acted upon by local board of education |
| B. Plan states that: | | |
| | 5 | 1. Each local school district shall designate a contact person responsible for monitoring evaluation training and implementing the Professional Growth and Effectiveness System. |
| | 21 | 2. Evaluators shall be trained and tested, and shall be approved by the department upon completion of the required evaluation training program and successful completion of testing. |
| | 15 | 3. The evaluation criteria and process used to evaluate a teacher shall be explained to and discussed with the teacher no later than the end of the first thirty (30) calendar days of reporting for employment for each school year. |
| | 10 | 4. The immediate supervisor designated primary evaluator. |
| | 15 | 5. The Professional Growth Plans align with school/district improvement plans. |
| | 15 | 6. There is an annual review of growth plans. |
| | 17 | 7. Teachers should receive a conference within five (5) working days of observation. |
| | 17 | 8. A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data. |
| | 15 | 9. Annual evaluations with multiple observations are required for non-tenured certified personnel. |
| | 19 | 10. Multiple observations for tenured teachers when observation results yield an ineffective determination. |
| | 17 | 11. Summative evaluations for tenured teachers shall occur at least once every three years. |
| | 41 | 12. Administrators receive summative evaluations annually. |
| | 20 | 13. Evaluations will be documented on approved forms to become part of official personnel file. |
| | 10 | 14. An opportunity for written response shall be included in the official personnel record. |
| | 19 | 15. A copy of the evaluation is provided to evaluate. |

| Model CEP Page # | Page Number in District CEP | |
|------------------------|--------------------------------------|--|
| | | C. PGES - Certified Teacher |
| | 15 | Professional Growth Planning and Self-Reflection |
| | 16 | Observation |
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District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System

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

Glossary of Evaluation Terms

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
3. **Alternative Setting Teachers:** a certified teacher that is working with students in non-tradition settings (i.e. alternative school teacher, In-school suspension teacher, Behavior setting teachers, and any other teacher assigned to this category by the superintendent or designee)
4. **Artifact:** A product of a certified personnel's work that demonstrates knowledge and skills.
5. **Assistant Principal:** means an administrator who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16KAR 3:050.
6. **Certified Administrator-** a certified school personnel, other than a principal or assistant principal, who devotes majority of their time in a position for which administrative certification is required by EPSB.
7. **Conference:** a meeting that includes a conversation between evaluatee and evaluator for the purpose of providing feedback from the evaluator, analyzing the results of observation(s)/work site visit(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.
8. **Corrective Action Plan:** A plan developed by the evaluator as a result of unsuccessful standard rating in a summative and/or when specific assistance and activities are identified to help improve current practices. The duration of the plan can be up to 12 months:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
9. **Kentucky Framework for Teaching/Specialists Framework for Other Professionals:** the document indicating the domains, components, and descriptors for which certified personnel will be evaluated.
10. **Directed Professional Growth Plan:** guidance, assistance, support and oversight provided by the primary evaluator for a certified employee in an effort to prevent/avoid the need for a corrective action plan. The Directed Assistance Plan is a plan of intervention initiated by the primary evaluator when concern over a certified employee's performance is signaling the need for a corrective action plan.
11. **Documentation:** artifacts created in the day to day world of running a school that can provide evidence of meeting the performance standard.
12. **Evaluation Orientation:** a group or individual session in which the evaluator acquaints evaluatees with the evaluation criteria and processes of the evaluation system within the first month of school.
13. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training.
14. **Evidence:** documents/artifacts/demonstrators that indicate proof of a particular descriptor.
15. **Evaluatee:** District/School personnel that is being evaluated
16. **Indicators:** measurable behaviors and outcomes which demonstrate performance criteria.

17. **Job Category:** the term used to signify a group or class of positions with closely-related functions, such as: principal, coordinator or director.
18. **Local Contribution:** a rating based on the degree to which a teacher, other professional, principal, or assistant principal meets the student growth measure.
19. **Monitoring:** to supervise; to check systemically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher lesson plans, units of study, interactions with students, parents and each other.)
20. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgements, and examination of artifacts made during one (1) or more classrooms or work site visits of any duration.
21. **Observer Certification:** the process of training and ensuring that school personnel who serves as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
22. **Observer Calibration:** the process of ensuring that an observer has maintained proficiency and accuracy in observing teachers and other professionals for the purpose of evaluation and feedback.
23. **Other Professionals:** means Speech Therapist, Media Specialist, Guidance Counselors, or other school-based certified personnel other than teachers or administrators that have been assigned this job category by the Superintendent or designee.
24. **Other District Professionals:** means Instructional Coaches, Technology Integration Specialists, School Psychologists, or other certified district professionals other than district Certified Administrators or administrators that have been assigned this job category by the Superintendent or designee.
25. **Overall Student Growth Rating:** the overall growth rating assigned when combining the Student Growth Goal with the Median Student Growth Percentile ratings. The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of section 7(9) and (10) of 704KAR 3:370 and that is calculated for a principal or assistant principal or principal evaluatee pursuant to the requirements of section 10(8) of 704KAR3:370.
26. **Peer Observation:** observation or work site visits and documentation by a trained school personnel
27. **Performance Criteria:** performance areas, skills or outcomes on which the certified employee shall be evaluated.
28. **Performance Rating:** The summative description of a teacher, other professional, principal, assistant principal evaluatee's performance including the ratings listed in section 7(8) of 704KAR3:370.
29. **Post-Conference:** a meeting between the evaluator/evaluatee or observer/observee to provide feedback after an observation. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. To be held within 5 working days of the observation.
30. **Pre-Conference:** a meeting between the evaluator/evaluatee or observer/observee to discuss and plan the mini and formal observation(s). This can be done face to face or electronically within one working day of the scheduled observation.
31. **Primary Evaluator:** the evaluator who is the employee's immediate supervisor (principal or designee)
32. **Principal:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16KAR 3:050.
33. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
34. **Professional Growth Goal:** measurable goal written by certified employees or evaluators using established guiding questions and meets the established criteria checklist.
35. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with 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
36. **Professional Learning Community:** educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the

students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Dufour, Dufour, Eaker & Many (2006)

- 37. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skills.
- 38. **Professional Practice Rating:** the rating that is calculated for a teacher, or other professional evaluatee pursuant in section 7(8) of 704KAR3:370 and that is calculated for a principal and assistant principal evaluatee pursuant to the evaluatee pursuant to the requirements of section 10(7) of 704KAR 3:370
- 39. **Self-Directed Professional Growth** plans are developed collaboratively by the evaluatee and the primary evaluator resembling the **Traditional Professional Growth Plan** process.
- 40. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
- 41. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Smart, Measureable, Attainable, Realistic, Time-bound)
- 42. **Standards of Performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.
- 43. **State Contribution:** The student growth percentiles, as defined in 703KAR5:200, section 1(11) for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
- 44. **Student Growth:** Quantitative measure of the impact a teacher has a student (or set of students) as measured by student growth goal setting and student growth percentiles.
- 45. **Student Growth Goal:** measureable 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.
- 46. **Student Growth Goal Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
- 47. **Student Voice Survey:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practice.
- 48. **Summative Conference:** a meeting between the evaluator and the certified employee for the purpose of summarizing conclusions from all data during formative data collections. This conference is documented as a written evaluation report on the Summative Conferencing Form.
- 49. **Summative Evaluation:** the summary of, and conclusions from, all data, including but not limited to the formative evaluation 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 a written evaluation report.
- 50. **Teacher:** any certified staff person who directly instructs students.
- 51. **Working Conditions Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.
- 52. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

Additional Certified Evaluation Procedures and Guidance

Letters and Memos: In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Corrective Action Plan: A corrective action plan (Form I) may be written at any time during the school year for two purposes: (1) when improvement is needed to correct one (1) or two (2) critical deficiencies in performance standards that cannot wait for the formal observation and summative conference; (2) after the formal observation and during the summative evaluation conference. The Improvement Plan will be reviewed continuously until performance is judged to meet the evaluation standard(s). Review of the Corrective Action plan will be documented on the Corrective Action Plan form. After a conference with the evaluatee, the evaluator will send a copy of the Initial Corrective Action Plan to the Superintendent designee. The designee will be responsible for informing the Superintendent of all persons involved in the corrective action plan process. Employees who fail to make sufficient progress to meet Evaluation Standard(s) identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15th.

Responsibility for Evaluation

1. The Marion County Board of Education will evaluate the Superintendent.
2. The Director of special education will evaluate school psychologists and consultants.
3. Principals will evaluate assistant principals, teachers/preschool teachers, and other professionals (guidance counselors, media specialist, and speech therapist). The principal may assign an observation caseload to a properly certified assistant principal/evaluator.
4. The Superintendent or his/her designee will evaluate principals, central office personnel, instructional coaches, and head teachers. The Superintendent or his/her designee will assign the evaluator for any certified personnel that does not fall within a defined category in the certified evaluation plan along with the job category relating to the certified personnel in the certified evaluation plan.

| TPGES-Teacher Professional Growth & Effectiveness System | OPGES-Other Professionals Growth & Effectiveness System | Other District Professionals | PPGES-Principal Professional Growth & Effectiveness System | Central Office Supervisors |
|--|--|--|---|---|
| Classroom Teachers Including Gifted, Migrant, ESL, Adult Ed, In School Suspension, and Alternative setting | Guidance Counselors Media Specialists Speech Therapists | Instructional Coach Technology Integration Teacher School Psychologist | Principal Assistant Principal | District certified and classified Supervisors/ administrators |

APPEALS PANEL HEARING PROCEDURES for All Certified Employees: The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee, Confidentiality and fairness shall be the primary concern of the panel.

A preliminary hearing will be held to provide documentation to all parties and the panel. The chairperson of the panel shall be the person appointed to the committee by the Superintendent. Four (4) copies of all documentation to be considered in the appeal shall be available to the committee at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within three (3) working days a hearing will convene to all the evaluatee and evaluator to present statements, documentation, witnesses and other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days for the filing of the appeal.

The panel's recommendations must include one of the following:

- A. Uphold the original evaluation
- B. Remove the whole evaluation and any part of the summative evaluation.
- C. Order a second evaluation conducted by a trained evaluator employed by the district.

The chairperson of the panel shall present the decision to the Superintendent for action within seven (7) working days of the panel's decision.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel.

Certified Evaluation Appeals Process:

Appeals Procedure

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing (Form H: Certified Evaluation Appeals Form) to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator.
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
6. A certified employee who wishes to do so may appeal procedural matters to the State Board of Education after the appeal process has been completed.

Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent within seven (7) working days from the date an appeal is reviewed.
 - a. Uphold the original summative evaluation
 - b. Remove the whole evaluation and any part of the summative evaluation
 - c. Order a second evaluation conducted by a trained evaluator employed by the district.

[The superintendent or designee will render a decision based on the recommendation of the Appeals Panel within three (3) working days and notify the evaluatee.]

6. The results of the actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

Membership and Election Procedures

The certified employees shall elect two members and two alternates to serve on the Evaluation Appeal Committee. One member shall be appointed by the Marion County Board of Education.

- A. Each school facility shall nominate one certified employee willing to serve as a committee member.
- B. Ballots listing the candidates shall be prepared and districted to all certified staff members.
- C. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
- D. The Director of Evaluation shall total the votes and keep tally sheets on file for two years.
- E. Each election year, the candidate with the largest vote is named as a member of the appeals committee.
- F. The candidate receiving the second largest vote shall be named alternate.
- G. Members will serve two (2) year terms with one member being elected or appointed each year. Members may serve more than one (1) term.

KENTUCKY FRAMEWORK FOR TEACHING/Specialists Frameworks for Other Professionals

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

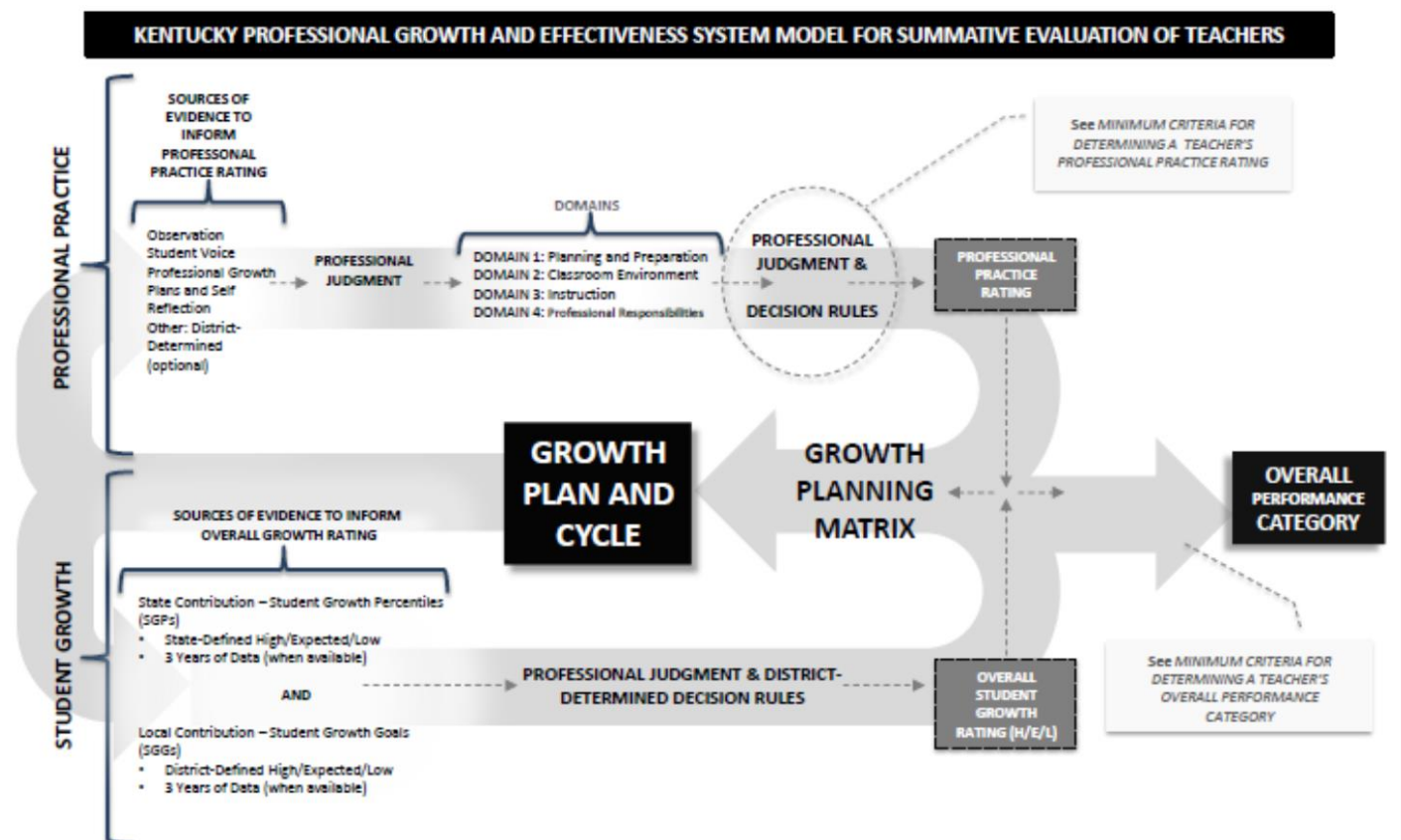
The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators 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 or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

- a. Professional Growth Planning and Self-Reflection
- b. Observation (mini/partial & full formal observations/work site visits along with pre-observation and post-observation products)
- c. Student Voice Survey and/or other survey data
- d. Other Products of Practice or Evidence/Artifacts which can include:
 - Student Growth Goals and State Median Student Growth Percentiles (Math & ELA for Grades 4-8)
 - Other Measures of Student Learning (common assessment data, classroom assessment data, benchmark assessment data, etc.)
 - Products of Practice (lesson plans, intentional plans, syllabus, websites, newsletters, student products, student work displays, student data records, gradebook, record-keeping, curriculum planning documents, patterns of data from at least 3 walk-throughs, informal observations, teacher collected evidence/artifacts)

- Other Sources (program review evidence, team-developed curriculum units, communication logs, PLC minutes, teacher reflections, teacher interviews, teacher committee or team contributions, perception surveys, teacher attendance, video lessons, engagement in professional organizations, action research, records of student and/or teacher attendance, memos or letters with evaluator and evaluatee signatures or any other related documentation)

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and documented and any other PGES components as required by the state to inform the overall performance category. All summative ratings will be recorded in the state approved technology platform.



SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

PROFESSIONAL PRACTICE

Evaluation Orientation

An evaluation orientation session will be held within the **first 30 days** of the school year to acquaint certified employees with the evaluation criteria and processes of the district certified evaluation plan. For new certified employees hired during the school year after the first 30 days of school will receive the evaluation orientation session within their first 30 days of beginning employment.

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. All certified personnel (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her evaluator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback/work site visits, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the evaluator, evaluatees will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

All certified personnel will develop and submit a Job Category **Professional Growth Plan (PGP)** and **Initial Self-Reflection (ISR)** (assigned Form A) by **September 30** each year. All new hires within the school year will submit **PGP** and **ISR** within **forty-five (45) days** of reporting for employment. Each teacher, other professional and other district professional will submit a minimum of two goals with one goal being reflective of either Domain 2 or Domain 3 while the other goal should be reflective of either Domain 1 or Domain 4 in the Kentucky Teaching Framework/Specialists Frameworks for other professionals. Various sources can help guide the selection of written goal such as but not limited to: Self-reflection, observation feedback/work place visits, and/or student data. The growth plan is to be submitted, reviewed, and approved by the primary evaluator or in the case of district employees, the superintendent/designee. Self-reflections will occur throughout the school-year as a possible means of evidence collection. The professional growth planning process affords the evaluatee and their immediate supervisor (primary evaluator) an opportunity to discuss and develop a professional growth plan aligned with specific goals and objectives of the school or district improvement plans. A well-developed professional growth plan guides the evaluation process leading to enhanced performance on the part of the employee. There are two levels of professional growth planning.

Level 1: Self-Directed - Professional Growth plans are developed collaboratively by the evaluatee and the primary evaluator.

Level 2: Directed - Professional Growth plans developed under the direction of the primary evaluator in conjunction with improvement plan activities for those evaluatees needing additional guidance, assistance, support and oversight for professional growth.

Progress review of the professional growth plan will occur during the mid-year conference or more when directed by the principal or evaluatee. Goals of the plan cannot be modified; however strategies and resources may be revised. At the end of the school year by April 15th during the

summative evaluation conference, the PGP will be reviewed to determine the degree of goal attainment and implications for next steps. For teachers hired after December 1, the mid-year conference will be adjusted to approximately half-way between the hire date and April 15th.

Observations/Work Site Visit for Other Professionals & Other District Professionals

The observation/work site visit process is one source of evidence to determine teacher's and other professional's and other district professional's effectiveness that includes supervisor and peer observation for each certified teacher, other professional and other district professional. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of professional practice. **Only the supervisor observation will be used to inform 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 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.

- Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented

The following teachers will be on a one (1) year cycle: non-tenure teachers, other professionals, other district professionals and tenure teachers needing assistance as identified on a prior year's summative and/or improvement plan. Other tenured teachers will be on a three (3) year cycle.

For ALL teachers and other professionals on a **one (1) year cycle** an evaluator will conduct a full observation/work site visit for the first observation before **December 20**, followed by one mini/partial observation/ work site visit, and ending with a full observation/ work place visit before **March 31**. During the mini/partial observation, the observer and observee will agree on which component(s) to target. A peer will also complete a mini/partial observation any time before **March 1** after being trained to be a peer observer.

For Other District Professionals on a **one (1) year cycle** an evaluator will conduct a work site visit before **December 20** and a second work site visit before **March 31**.

For All teachers on a **three (3) year cycle** an evaluator will conduct two mini observations of minimally 20-30 minutes each during year 1 and year 2. The final observation is a full class or lesson occurring during the summative year before **March 31**. A peer will also complete a mini/partial observation during the summative year before **March 1** after being trained to be a peer observer.

The principal or designee may increase the length, frequency, and nature of observations/work site visits conducted for the purpose of evaluation based on the individual needs and/or performances of evaluatee. All formative evaluation observations will be recorded on the appropriate Form F.

Peer Observation

A peer observes, collects, shares evidence and provides feedback for the formative purposes only. Peer observers do not score a teacher's or other professional's practice, nor is observation data shared with anyone other than the observee unless permission is granted. A peer observer is a trained certified school personnel.

- All teachers and other professionals in their summative year will receive a peer observation

- All Peer Observers will complete the state developed training once every three (3) years
- All required peer observations must be documented in the state approved technology platform
- Building principals in collaboration with the superintendent designee will pair peer observers with peer evaluatees. All teachers and other professionals in their summative year will be included in the pool to be partnered together.

Evaluation requirements remain the same for late hires. Minimum observations of a teacher or other professional will be adjusted to 1 mini/partial observation, 1 full observation, and 1 peer observation when the evaluatee has not reported to work for 60 or more consecutive days. Timelines will be adjusted for evaluatees that have an extended leave that interferes with the dates stated in this plan. Observations and conferencing should resume in a reasonable period once the evaluatee returns to work.

| NonTenured Teachers; Other Professionals; Tenured Teachers on a one (1) Year Cycle | | | |
|---|-----------------------------|-----------------|---|
| 4 Observations EACH Year | | | |
| Observation Type | Frequency | Observer | Timeline |
| Full Observation (TPGES) Or Work Site Visit (OPGES) | Minimum of two (2) per year | Evaluator | #1- After the evaluation orientation and prior to December 20 th #2- After the mini/partial observation and prior to March 31 st |
| Mini/Partial Observation/Work Site Visit (20-30 minutes) | Minimum of (1) one per year | Evaluator | Between the 1 st and 2 nd Full Observation |
| Mini/Partial Observation | Minimum of (1) one per year | Peer | After the evaluation orientation meeting and prior to March 1 st |

| Tenured Teachers | | | |
|---|---|-----------------|--|
| 4 Observations minimum in a Three Year Cycle | | | |
| Summative Year | | | |
| Observation Type | Frequency | Observer | Timeline |
| Mini/Partial Observation (20-30 minutes) | Minimum of (1) one time in the summative year | Peer | After the evaluation orientation meeting and prior to March 1 st |
| Full Observation | Minimum of (1) one time in the summative year | Evaluator | After the evaluation orientation meeting and prior to March 31 st |
| Formative Years | | | |
| Mini/Partial Observation (20-30 minutes) | Minimum of (1) one time per year in each formative years. | Evaluator | After the evaluation orientation meeting and prior to March 31 st |

Observation/Work Place Visit Conferencing

Observers will adhere to the following observation conferencing requirements

- Conduct post- observation conference and complete document **within five (5) working days** for all observations (mini/partial, full & peer observations).
- The summative evaluation conference and completion of document shall be held at the end of the summative evaluation cycle before **April 15th**.

- The administrator may determine that the pre-observation conference may be conducted through electronic, written, or in-person correspondence on **all observations** at least one (1) working day prior to observation/work site visit.
- A Pre-observation form (Form B: Pre-observation Template) and/or lesson plan/intentional plan must be submitted to the observer at least one (1) working day prior to the observation for full observation types. (Optional for mini/partial observations). Evaluator and evaluatee with both sign and date any submitted document.

During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall each sign the evaluation form indicating the conference is complete. Additional observations and conferences shall be conducted as needed.

During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. The evaluatee may then be observed by the assistant principal, or other trained central office supervisor. This is in accordance with 704 KAR 3:345; Section 4; (2)(a) which reads, "The immediate supervisor shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator".

In cases where an employee is shared between two or more schools, at least two principals of the involved schools will conduct a minimum of one formative observation and conference. The principal of the home-based school will write the summative evaluation and have a conference with the employee. The principal conducting the summative evaluation will be responsible for obtaining and including input from the other principal(s) involved.

PGES Yearly Evaluation Process--Marion County Schools

| INTERN TEACHER (KTIP) (NON-TENURED first year teachers) | ONE (1) YEAR CYCLE (Non-tenure teachers and other professionals and tenure teachers on directed 1 year cycle) | THREE (3) YEAR CYCLE (Tenure teachers on a self-directed cycle) |
|---|--|---|
| KTIP guidelines and procedures will be followed. | Evaluation Orientation (Group or Individual session): The evaluation criteria & processes used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school year. | |
| | Self-Reflection and Professional Growth Planning: An individual PGP (Form A) shall be developed and submitted to the evaluator for approval by September 30 . New hires may submit within 45 days of reporting for employment. | |
| | Student Growth Goal- measureable goal(s) is/are written by the certified employee who measures student growth over time for one course following the SMART criteria format and developed by using established criteria checklist and submitted by October 30 for semester or year-long courses and January 31st for 2 nd semester courses. Needed Forms: Form C-Think & Plan SGG Template, MCPS Rigor & Comparability Rubric | |

FORMATIVE OBSERVATION PHASE (data collection)

| | |
|--|--|
| | Pre-conference(s) (at least 1 working day prior to observation-in person or electronic) |
|--|--|

| | | |
|---|---|--|
| | 1. who observes 2. when and where observations are to occur 4. Form B: Pre-observation Template and/or Lesson Plan/intentional plan (optional for minis) 5. other exchange of information | |
| Formative Observation 1. minimum of nine (9) observations per year (3 observations from principal, 3 observations from University Contact, and 3 observations from resource teacher) 2. prior to each formative conference 3. use KTIP form and timelines <i>*more observations may occur when results are unsatisfactory by evaluator</i> | Formative Observation Minimum of four (4) observations per year when results are satisfactory: 1 full observation conducted by Dec. 20 by evaluator; followed by a mini/partial observation by evaluator; and then 1 full observation conducted before March 31 by evaluator. Peer observation conducted before March 1 . <i>*more observations may occur when results are unsatisfactory by evaluator</i> | Formative Observation Minimum of four (4) observations every three (3) years per cycle when results are satisfactory: 1 mini/partial observation conducted before March 31 during year 1 and year 2 by evaluator; 1 full observation before March 31 during year 3 by the evaluator with 1 peer mini/partial observation before March 1 . <i>*more observations may occur when results are unsatisfactory by evaluator</i> |
| Formative Conference- (post) 1. minimum of three (3) per year 2. intern committee 3. conference with intern follows observation within 5 work days 4. open discussion of observation and feedback to teacher regarding performances/product 5. discuss/establish/revise individual professional growth plan activities 6. written report <i>*more conferences may occur when results are unsatisfactory</i> | Formative Conference- (post) 1. minimum of four (4)) per year 2. evaluator/evaluatee ; peer observer/observee 3. within 5 work days following each observation 4. open discussion of observation and feedback to teacher and other professional regarding performances/product 5. discuss/establish/revise individual professional growth plan activities 6. Formative observation Form F is completed (exception with peer observation) <i>*more conferences may occur when results are unsatisfactory</i> | Formative Conference- (post) 1. minimum of four (4) every three (3) years per Cycle when results are satisfactory 2. evaluator/evaluatee; peer observer/observee 3. within 5 work days following each observation 4. open discussion of observation and feedback to teacher and other professional regarding performances/product 5. discuss/establish/revise individual professional growth plan activities 6. Formative observation Form F is completed (exception with peer observation) <i>*more conferences may occur when results are unsatisfactory</i> |
| Mid-year Review Conference- a conference is held approximately half-way through the evaluation process to check on the progress of action plans with the PGP Goals and Student Growth Goal (SGG). At this time, plan and action steps can be modified, deleted, or added in order to meet goals by the end of the year summative conference. Mid-year conference can be held in conjunction with a formative evaluation post observation conference but before January 31 . | | |

For hires after December 1, the mid-year conference should occur approximately half-way between the hire date and April 15. Mid-year conference is noted on Form A-part C.

SUMMATIVE PHASE (decision making)

| | | |
|---|---|---|
| Summative Evaluation 1. one time 2. summary/conclusions from all formal and informal evaluation data | Summative Evaluation 1. once a year 2. summary/conclusions from all evaluation data, formative and summative | Summative Evaluation 1. minimum of one (1) every three (3) year period 2. summary/conclusions from all evaluation data, formative and summative |
| Summative Conference (post) 1. discussion between intern and intern committee 2. one time before April 30 3. includes all data collected 4. held at the end of the cycles 5. completed (written) report provided to the intern 6. check if goals were met on PGP and SGG along with established/revise individual professional growth plan 7. Written report on Form G and recorded in state technology platform | Summative Conference (post) 1. discussion between evaluatee and evaluator 2. once each year before April 15 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) report provided to the evaluatee-Form G and documented in the state technology platform. | Summative Conference (post) 1. discussion between evaluatee and evaluator 2. Minimum of once every (3) three year cycle before April 15 of year 3 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) report provided to the evaluatee-Form G and documented in the state technology platform. |
| End of the Year (EOY) Review Conference: a conference is before April 30th at the end of the evaluation process to check on the progress of action plans with the PGP Goals and Student Growth Goal (SGG). At this time, plan and action step goals will be assessed. EOY conference can be held in conjunction with a formative evaluation post observation conference and/or Summative Conference but before April 30th and is noted on Form A-part D. | | |

District teacher personnel files shall contain:

1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle.
2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually)
3. Intern records maintained according to KTIP 704 LAR 20:690

Observer Certification

All administrators serving as a primary evaluator must complete the initial (12 hours) of certified evaluation training approved by KDE prior to conducting observations for the purpose of evaluations. To ensure consistency of observations, required evaluators must also complete the state approved certification training for teacher observation and evaluation. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are 3 sections of the proficiency system:

- Framework for Teaching Observer Training

- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

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

- Only supervisors who have passed the proficiency assessment can conduct mini/partial and full observations for the purpose of teacher evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
 - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - 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 determine how to ensure teachers have access to observations by making the following decisions:
 - All principals and assistant principals will obtain observation certification through a Kentucky Department of Education approved certification process. Group sessions will be led through superintendent designee to provide initial instruction on the Kentucky Framework for Teaching along with calibration of scoring each of the domains through a scaffolded approach, beginning with initial supports. If administrators are unsuccessful after initial testing, more intensive one-on-one training and mentorship will be provided using additional videos and practice scoring. In the event that the building level administrator is unable to perform his/her duties because of illness, leave of absence or termination, then another certified evaluation administrator in the district will be appointed as interim certified evaluator by the superintendent designee to complete the required observation(s).

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process each year where certification is not required. This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. State approved certification program will be used to support annual calibration in years 2 and 3, to be conducted in small groups, administrative cadres. Administrators will go through recertification after year 3. Additional coaching will occur for principals in which additional practice is indicated from the calibration process.

Student Voice

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice. All teachers and other professionals as required by the state (with the exception of other professionals in alternate settings, other district professionals, and other professionals that do not instruct a minimum of one identified group of students throughout the year) will participate in the student voice survey and will be administered within the window established by the state.

- Student selection for participation must be consistent across the district except for situations in which to obtain the minimum 10 respondents.
- Results will be used as a source of evidence for Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement/Confidentiality Statement.
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
- The survey will be administered in the school.
- Survey data will only be considered only when 10 or more students are respondents.

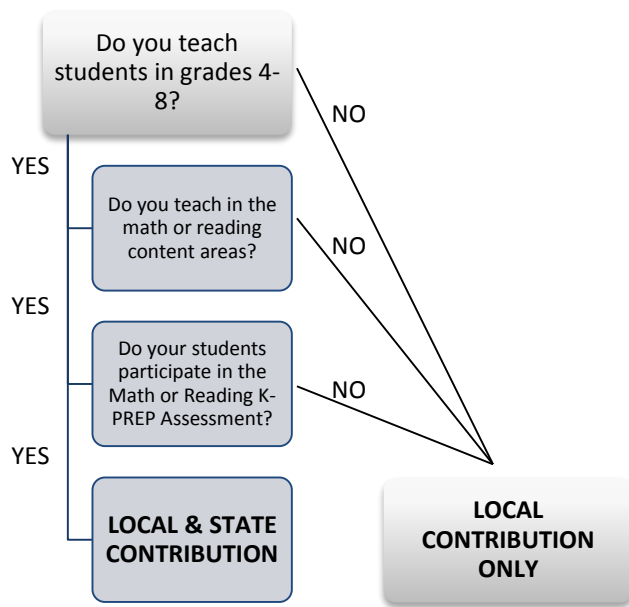
| | |
|---|---|
| Point of Contact | District PGES POC/Infinite Campus POC |
| Selection of student groups | District will determine the number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school. For example: May choose all second period classes and third period classes for those on planning during second period or if multiple classes are needed to obtain 10 respondents. Only teachers who have a minimum of 10 students respond to items on the student voice survey. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher. |
| Process for equal access for all students | Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. As assigned proctor will read and record the student's responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines. |
| Student Voice Survey Timelines | Student voice surveys will be administered during the Fall state survey window. |

Student Growth

The student growth measure is comprised of two possible contributions: a state contribution (4th – 8th grade ELA and math teachers only) and a local contribution (all teachers and other professionals).

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the

district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:



State Contribution – Median Student Growth Percentiles (MSGP)-applies to teachers of math/ELA, Grades 4-8

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 scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

Local Contribution – Student Growth Goals (SGG) –Applied to all teachers and other professionals

The local contribution for the student growth measure is a rating based on the degree to which a teacher and other professional meets the growth goal for a set of students over an identified interval of instruction (i.e. semester, year-long) as indicated in the Student Growth Goal (SGG). All teachers and other professionals will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher and other professional in collaboration with the evaluator and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement). Other Professionals will pilot the SGG process during the 2015-16 school year and will not be included as a formative piece of data until the 2016-17 school year.

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed in order to meet rigor and comparability components of the SGG process.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- The SGG will be documented on Form C along with the documentation of the mid-year and end-of-year conference progress check.

Rigor and Comparability of Student Growth Goals

All teachers and other professionals will write a student growth goal based on the MCPS rigor and comparability rubric criteria. In order to ensure both rigor and comparability in our district's Student Growth Goal developmental process a combined process of using a rigor rubric and school/district peer reviews in collaboration with their administrators will be implemented. A Student Growth Goal will be considered rigorous and comparable when there is a uniform expectation for student achievement and the goal is consistently aligned with the standards. Data collected for the student growth goal must have comparable criteria across similar classrooms/settings (classrooms that address the same standards) to determine progress toward mastery of standard(s)/enduring skill(s). For similar classrooms/settings, teachers and other professionals would be expected to use common measures/rubrics to determine competency in performance at the level intended by the standards being assessed.

Measures for Determining Student Growth: Teachers and other professionals will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the teacher/other professional and administrator. Sources of evidence will be a combination of use of pre- and post-assessments, and/or running records/repeated measures, and/or holistic "growth rubrics". These measures will be vetted by instructional coaches, teacher leaders, and/or administrators using the MCPS Rigor and Comparability Rubric for Student Growth Goals when the SGGs are developed. Measures that reach the rigor and comparability criterion can be used as a measure to determine student growth. The three categories of measures are described below:

- 1) Pre-Test/Post-Test:** Teachers and other professionals may use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.
- 2) Repeated Measures Design:** Teachers and other professionals may maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and the opportunities for students to communicate their evolving learning while the teaching is in progress. For example, early reading teachers may complete weekly running records to track the number of errors that a student makes when reading a text. These repeated measures serve a similar function as a pre- and post-test by illustrating change over time in student learning and performance.
- 3) Holistic Evaluation:** Teachers and other professionals may use district developed/adopted "growth rubrics" for a holistic evaluation design to compare two or more examples of student work. Growth rubrics that reach the criterion can be used as a measure to determine student growth.

MCPS Rigor and Comparability Student Growth Goal Rubric

| Structure of the Goal Requirement | Acceptable if... | Needs Revision if... |
|---|--|---|
| <p><i>The student growth goal:</i></p> <p>Follow the SMART format (Specific -Measureable –Appropriate –Realistic - Timebound)</p> <p>Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students’ abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Identifies appropriate measure(s) for consistent and comparability base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p> | <p><i>The student growth goal:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes all elements of the SMART format <input type="checkbox"/> Focuses on a standards-based enduring skill <input type="checkbox"/> Identifies a specific area of need related to the enduring skill <input type="checkbox"/> Includes a growth target for ALL students AND a proficiency target that establishes the mastery expectation for students <input type="checkbox"/> Identifies measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed <input type="checkbox"/> Specifies a year-long/course-long interval of instruction | <p><i>The student growth goal:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not include or fails to follow SMART goal format. <input type="checkbox"/> Contains a skill that is not standards-based or does not match enduring skill criteria <input type="checkbox"/> Does not identify a specific area of need, or the area of need is not related to the enduring skill <input type="checkbox"/> Is missing one of the targets or fails to differentiate expected performance for one or both targets. <input type="checkbox"/> Fails to identify a measure for data collection, or the measure is not well matched to the skill being assessed <input type="checkbox"/> Fails to specify a interval of instruction or the interval is less than year-long/course-long |
| Rigor of the Goal Requirement | Acceptable if... | Needs Revision if... |
| <p><i>The student growth goal:</i></p> <p>Is congruent to KCAS grade level standard/ national standards and appropriate for the grade level and content area for which it was developed</p> <p>Baseline/pre-assessment and other data justify the selection of the growth and proficiency targets</p> <p>The growth and proficiency targets are challenging for student, but attainable with support</p> <p>Identifies measurement instrument(s) allows for students to demonstrate where they are in meeting or exceeding the intent of the standard(s) being assessed</p> | <p><i>The student growth goal:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is congruent and appropriate for grade level/content area standards <input type="checkbox"/> Selection of the growth and proficiency targets is supported by multiple data sources for current students <input type="checkbox"/> The growth and proficiency targets are doable, but stretch the outer bounds of what is attainable <input type="checkbox"/> Identifies measures that allow students to demonstrate their competency in performing at the level intended in the assessed standards | <p><i>The student growth goal:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is congruent to content, but not to grade level standards, or it is not congruent <input type="checkbox"/> Selection of the growth and proficiency targets is supported by one data source for current students, or no data data were used <input type="checkbox"/> The growth and proficiency targets are not achievable, or the targets are achievable but fail to stretch attainability expectations <input type="checkbox"/> The Identified measures only allow students to demonstrate competency of a portion or none of the aspects of the standards being assessed |
| Comparability of Data Requirement | Acceptable if... | Needs Revision if... |
| <p><i>Data collected for the student growth goal for similar classrooms:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standard(s)/enduring skill(s)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> It reflects collaboration on the development of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed | <ul style="list-style-type: none"> <input type="checkbox"/> It does not reflect common criteria/rubric used to determine progress |

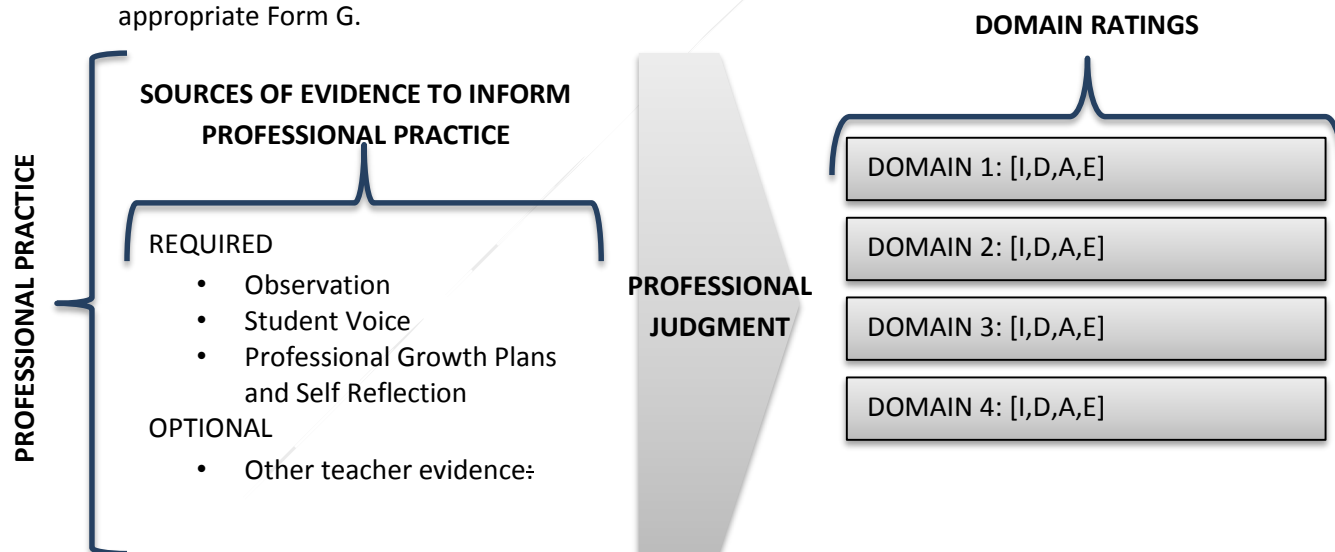
DETERMINING THE OVERALL PERFORMANCE CATEGORY

Evaluators are responsible for determining an Overall Performance Category for each teacher and other professionals at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth goal rating (except for other professionals in 2015-16). The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Overall Professional Practice

The Kentucky Framework for Teaching/Specialist Framework for Other Professionals 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. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

- Provide a summative rating for each domain based on evidence and professional judgement but following the state decision making table of criteria below.
- All ratings must be recorded in the state approved technology platform, and documented on appropriate Form G.



| Decision Matrix to Guide Administrators for Determining a Teacher's or Other Professional's Professional Practice Rating | |
|--|--|
| If...Domains 2 AND 3 are rated INEFFECTIVE | Then...Professional Practice Rating shall be INEFFECTIVE |
| If...Domains 2 OR 3 are rated INEFFECTIVE | Then...Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE |
| If...Domains 1 OR 4 are rated INEFFECTIVE | Then...Professional Practice Rating shall NOT be EXEMPLARY |
| If...Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED/EXEMPLARY | Then...Professional Practice Rating shall be ACCOMPLISHED |
| If...Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY | Then...Professional Practice Rating shall be EXEMPLARY |

Rating Overall Student Growth (State contribution + Local contribution for Grades 4-8, Math & ELA)

The overall student growth rating is a result of a combination of professional and district developed instrument for summative student growth ratings. The designed instrument aids supervisors in applying professional judgement to multiple evidences of student growth over time. The student growth rating must include data from student growth goal and median student growth percentile (when available), and will be considered in a 3 year cycle (when available). SGG and MSGP (when available) will be used to determine overall SG rating. 2015-16 will be year 1 for local SGG while 2014-15 state data will be year 1 for MSGP.

Process for Determining End-of-Year Local Student Growth

The proficiency target rating and the growth target rating will be combined for one overall local student growth goal rating. The charts below provide information on the criteria for the ratings and combined overall local growth goal.

| Growth Target Rating | | | + | Proficiency Target Rating | | | => | Overall Local Student Growth Goal Rating |
|--------------------------------------|--|--------------------------------------|---|---|---|--|----|--|
| Low | Expected | High | | Low | Expected | High | | |
| ≤ 60% of students meet growth target | 61%-80% of students meet growth target | ≥ 81% of students meet growth target | | Does not meet proficiency target within 10% | Meets proficiency target within 10% (of the established target) | Exceeds proficiency target by more than 1% | | |

| Calculating Local Student Growth Goal Overall Rating | | | | |
|--|---|---------------------------|----|--------------------------|
| Growth Target Rating | | Proficiency Target Rating | | Overall Local SGG Rating |
| High | + | High | => | High |
| | | Expected | | High |
| | | Low | | Expected |
| Expected | + | High | => | High |
| | | Expected | | Expected |
| | | Low | | Expected |
| Low | + | High | => | Expected |
| | | Expected | | Expected |
| | | Low | | Low |

| Combined SG ratings applies to Teachers of Math/ELA of grades 4-8 | | | | |
|---|---|------------------|----|--------------------|
| Local SGG Rating | | State SGP Rating | | Overall SGG Rating |
| High | + | High | => | High |
| | | Expected | | High |
| | | Low | | Expected |
| Expected | + | High | => | High |
| | | Expected | | Expected |
| | | Low | | Expected |
| Low | + | High | => | Expected |
| | | Expected | | Low |
| | | Low | | Low |

Three years of student growth data (when available) will be used to determine overall student Growth Rating for teachers. For teachers in their summative year, MCPS will use a weighted average to determine the overall student growth rating. When multiple years of data are available, the data from the current year will comprise 50% of the overall rating as follows. When multiple years of data are not available, the student growth rating for the summative year will be used for the overall student growth rating.

| 3 Years of Data | Weight |
|-----------------|--------|
| Current Year | 50% |
| Prior year 1 | 25% |
| Prior year 2 | 25% |

| 2 Years of Data | Weight |
|-----------------|--------|
| Current Year | 50% |
| Prior Year | 50% |
| | |

To determine the weighted average, a numerical point value will be assigned to each year's student growth rating and then multiplied by the weighted percentage.

| Student Growth Rating | Numerical Point Value |
|-----------------------|-----------------------|
| Low | 1 |
| Expected | 2 |
| High | 3 |

Then resulting weighted points are then added together to determine the total numerical score. The score will determine the overall student growth rating for the summative cycle as follows:

| Summative Cycle Overall Student Growth Rating | Numerical Score |
|---|-----------------|
| Low | 1.0-1.49 |
| Expected | 1.50-2.49 |
| High | 2.5-3.0 |

CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY

Evaluators will use the following State Overall Decision Rules for determining a teacher's Overall Performance Category by combining a teacher's Professional Practice Rating and Overall Student Growth Rating.

| Teacher Overall Performance Category State Decision Rules | | |
|---|-----------------------|----------------------------|
| Professional Practice Rating | Student Growth Rating | Overall Performance Rating |
| EXEMPLARY | High | Exemplary |
| | Expected | Exemplary |
| | Low | Developing |
| ACCOMPLISHED | High | Exemplary |
| | Expected | Accomplished |
| | Low | Developing |
| DEVELOPING | High | Accomplished |
| | Expected | Developing |
| | Low | Developing |
| INEFFECTIVE | High | Developing |
| | Expected | Ineffective |
| | Low | Ineffective |

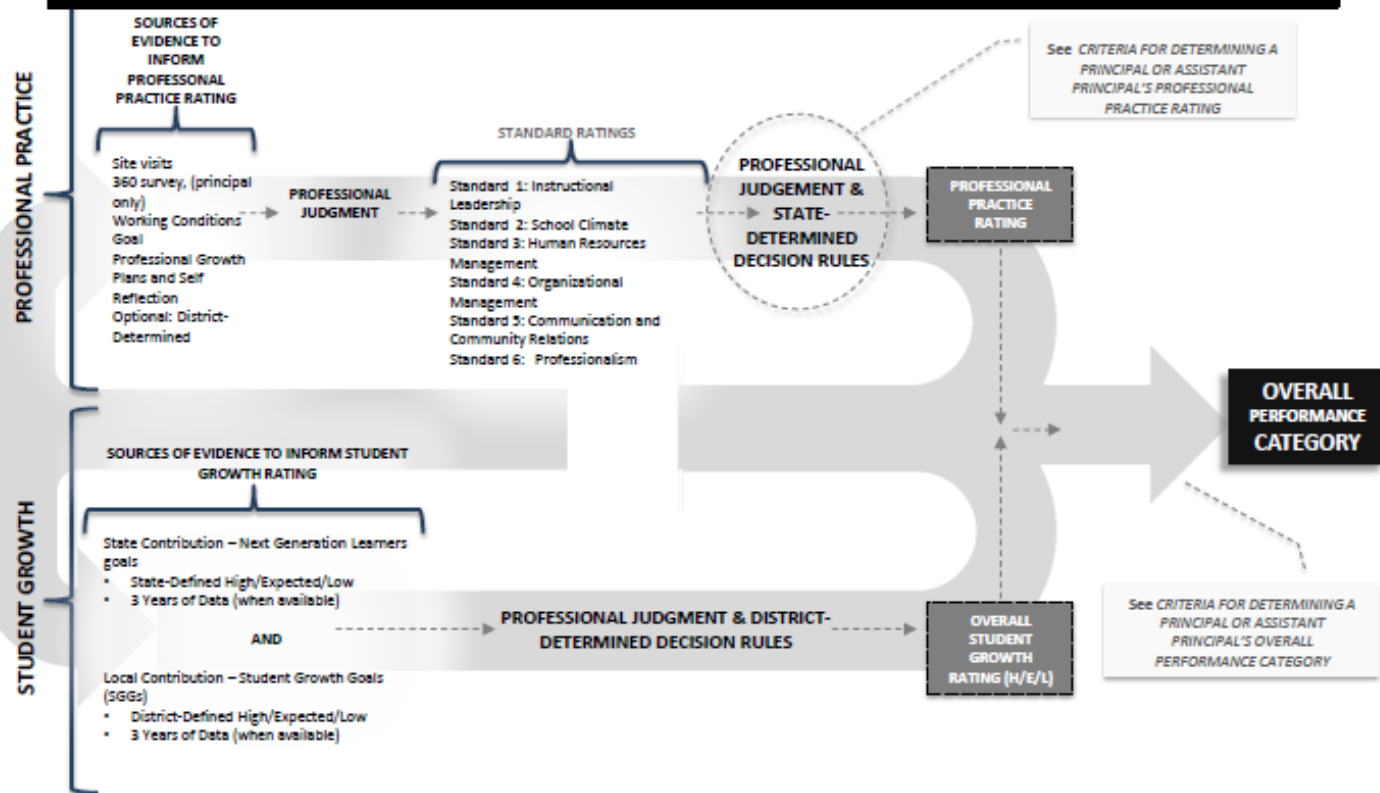
Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

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

PRINCIPAL AND OTHER BUILDING LEVEL ADMINISTRATORS PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS

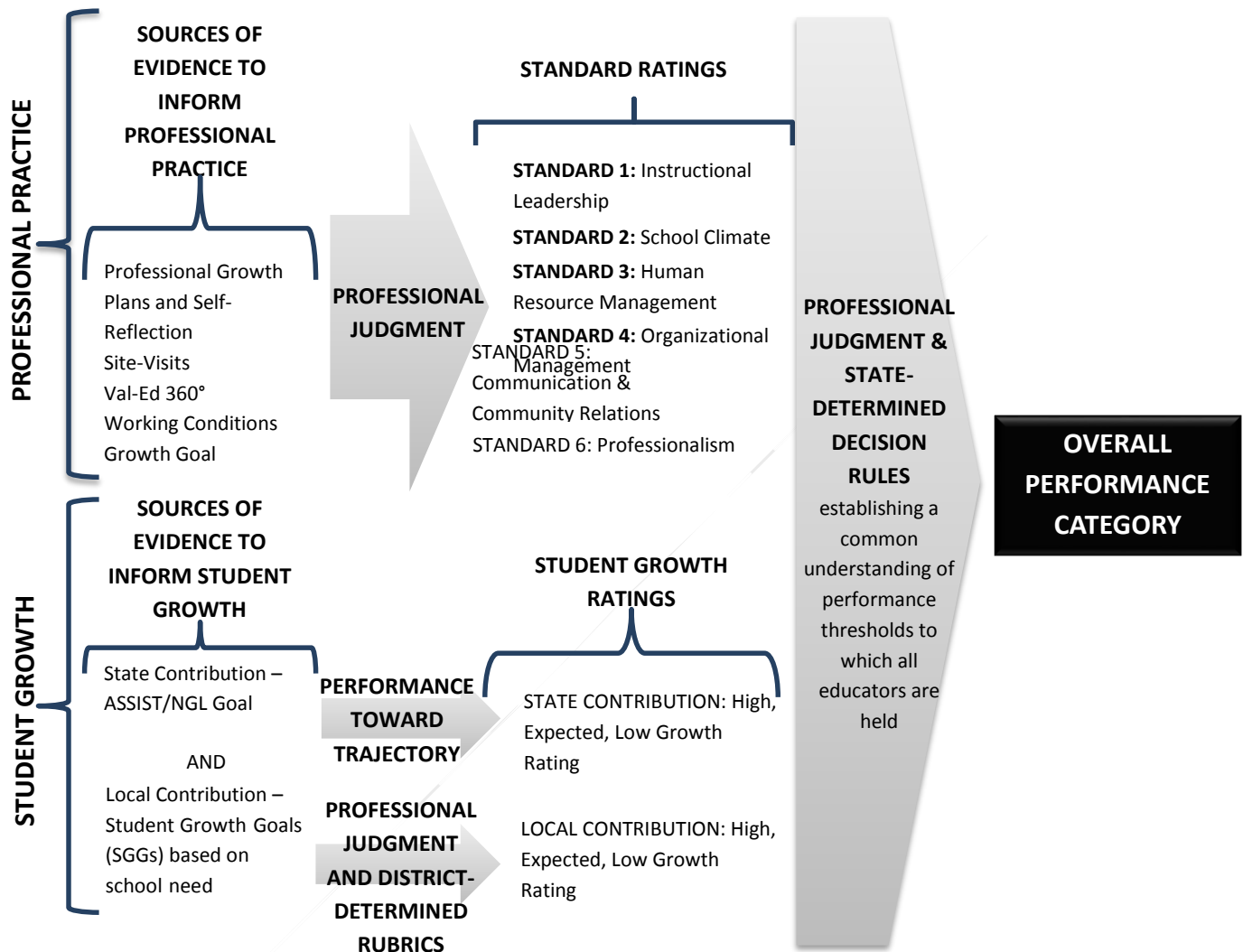


SOURCES OF EVIDENCE/FRAWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

| Standards | | Instructional Leadership | School Climate | Human Resources Management | Organizational Management | Communication and Community Relations | Professionalism |
|--|---|---|--|--|--|--|--|
| | | <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i> | <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i> | <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i> | <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i> | <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i> | <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i> |
| SOURCES OF EVIDENCE To Inform Professional Practice | Site Visits | Observation; District Identified Evidence (conferences) | Observation | | District Identified Evidence (conferences) | | |
| | Professional Growth | Professional Growth Planning and Self Reflection | | | | | |
| | Self-Reflection | Instructional Leadership | School Climate | Human Resources Management | Organizational Management | Communication and Community Relations | Professionalism |
| | Working Conditions Goal | TELL Kentucky & Other District Identified Feedback | | | | | |
| | | Time; Professional Development; Instructional Practices & Support; School Leadership | Time; Managing Student Conduct | Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support | Facilities & Resources; Teacher Leadership; School Leadership | Community Support & Involvement | Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support |
| | Val-Ed360 Survey | Superintendent & Teacher Feedback | | | | | |
| | High Standards for Student Learning; Rigorous Curriculum; Quality Instruction | Culture of Learning & Professional Behavior | Quality Instruction; Performance Accountability | Quality Instruction | Culture of Learning & Professional Behavior; Connections to External Communities | Culture of Learning & Professional Behavior | |

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM COMPONENTS - Overview and Summative Model

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



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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. 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 principal's or assistant principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

Evaluators must use the following categories of evidence in determining overall ratings:

- **Required Sources of Evidence**
 - Professional Growth Planning and Self-Reflection
 - Site Visits
 - Leadership Survey (Val-ed 360, TELL, or other state approved 360 stakeholder survey)
 - Working Conditions Goal
 - State and Local Student Growth Goal Data
- **Products of Practice/Other Sources of Evidence**
 - Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.
 - Evaluators may use the following categories of evidence in determining overall ratings:
 - Products of Practice
 - SBDM Minutes
 - Faculty Meeting Agendas and Minutes
 - Department/Grade Level Agendas and Minutes
 - PLC Agendas and Minutes
 - Leadership Team Agendas and Minutes
 - Instructional Round/Walk-through documentation
 - Budgets
 - EILA/Professional Learning experience documentation
 - Surveys
 - Professional Organization memberships
 - Parent/Community engagement events documentation
 - School schedules
 - Or other related sources and documentation

All components and sources of evidence related to supporting a principal's professional practice and student growth goal ratings will be completed and documented to inform the overall performance category. All summative ratings and any other PGES components as required by the state will be recorded in the state approved technology.

Professional Practice

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

Self-Reflection and Professional Growth Planning (completed annually) Appropriate Form A

The Professional Growth Plan will be developed by September 30th and 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 and assistant principals practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. All principals and assistant principals will participate in self-reflection and professional growth planning each year.

Site-Visits (conducted at least twice a year) (Formal site visits are not required for assistant principals)

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

Principal/Assistant Principal PGP Timeline

| | |
|--|--|
| July 31 | Superintendent (designee) reviews expectations of PPGES (Evaluation Orientation) |
| By September 30 or within 20 days following state data release if after Sept. 30 th | Principal/Assistant Principal collaboratively develop Student Growth Goal and Professional Growth Goal/Plan |
| Fall Semester | Superintendent (designee) conducts a Site Visit |
| Mid-year Review | review progress/reflect upon all goals and modify any strategies as needed along with results from site visit(s). |
| March | Completion of State approved perception surveys currently TELL KY and Val-Ed surveys with reflection as appropriate |
| Spring Semester | Superintendent (designee) conducts a Site Visit |
| May 31 | Summative reflection and Evaluation- Conference with principal/assistant principal to review Student Growth Goal, Working Condition Goal, and Professional Growth Goal progress as well as modifying any strategies in the plan, and results from site visit(s). |

*Additional conferences may be held as deemed necessary to monitor PGP process. Evaluation requirements remain the same for late hires. Minimum site visits of principals will be adjusted to 1

site visit for hires after January 1st. Timelines will be adjusted for evaluatees that have extended leaves that interfere with the dates stated in this plan. Site visits and conferencing should resume in a reasonable period once the evaluatee returns to work.

Leadership Survey such as the Val-Ed 360° (in year's TELL Kentucky is not administered)

The Leadership Survey such as the VAL-ED 360 is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

- Leadership Survey point of contact for overseeing and administering: PGES POC; Each school will also select a POC to assist with the survey process.
- Leadership Survey will be administered in the fall a minimum of once every two years in the year that TELL Ky is not administered.
- Results will be used in administrator's self-reflection and evidence of professional growth.
- In addition to the school administrator, the District POC and administrator's supervisor will have access to the Leadership Survey.

Working Conditions Goal (Goal inherited by assistant principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- A minimum of one Working Conditions Goals will be developed in collaboration with the supervisor of the principal.
- The Reflective Practice (Form A) will be used to guide mid-point review. During mid-year review, principals can choose for one of the following:
 - ❖ Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.
 - ❖ Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.
 - ❖ Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG
- Addition surveys and/or evidence may be used to inform the Working Conditions Goal.

The rubric is established when setting the Working Conditions Growth Goal in collaboration with the Supervisor. An "Accomplished" result is the expected outcome from the goal.

| Working Conditions Growth Goal Rubric | | | |
|--|---|---|---|
| Ineffective | Developing | Accomplished | Exemplary |
| Below established baseline | Below 10% of the Working Conditions Goal without going below the established baseline | Meets Working Conditions Growth Goal within 10% or 80%-89% staff agreement on identified goal | Above Working Conditions Growth Goal or 90% or above staff agreement on identified goal |

Products of Practice/Other Sources of Evidence

- Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.
- Evaluators may use the following categories of evidence in determining overall ratings:
 - Products of Practice
 - SBDM Minutes
 - Faculty Meeting Agendas and Minutes
 - Department/Grade Level Agendas and Minutes
 - PLC Agendas and Minutes
 - Leadership Team Agendas and Minutes
 - Instructional Round/Walk-through documentation
 - Budgets
 - EILA/Professional Learning experience documentation
 - Surveys
 - Professional Organization memberships
 - Parent/Community engagement events documentation
 - School schedules

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. The principal will set two Student Growth Goals, one state contribution and one local contribution. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

State Contribution – Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

- Principals will review goals and objectives in their School Report Card and will select a goal from the Report Card to use as the State contribution of their Student Growth Goal. The goal statements are already set by KDE with a 2017 trajectory. The principal will then collaborate with the superintendent/designee to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. The principal and superintendent/designee must then agree to the specific strategies the principal will implement to reach the objective percentage. These are strategies in which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. These strategies are addressed in the original CSIP document.

- The principal will work in collaboration with his/her supervisor to determine interim trajectory goals.

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

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

Each principal will create a minimum of one local student growth goal, developed in collaboration with and approved by his/her supervisor. The process to develop the local goal includes:

- Determining needs based on data
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

| GAP GOAL RUBRIC (Can be used for State and/or Local Goal) | | |
|--|--|--------------|
| Low | Expected | High |
| No forward progress or progress declines | Meets goal or forward progress toward goal | Exceeds Goal |

| NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal) | | |
|---|--|---|
| Low | Expected | High |
| No forward progress or progress declines | <ul style="list-style-type: none"> • Meets goal or forward progress toward goal; and/or • Classification as a Proficient or Distinguished School | <ul style="list-style-type: none"> • Exceeds Achievement Goal; and/or • Categorized as a School of Distinction • Cannot be categorized as a Focus School |

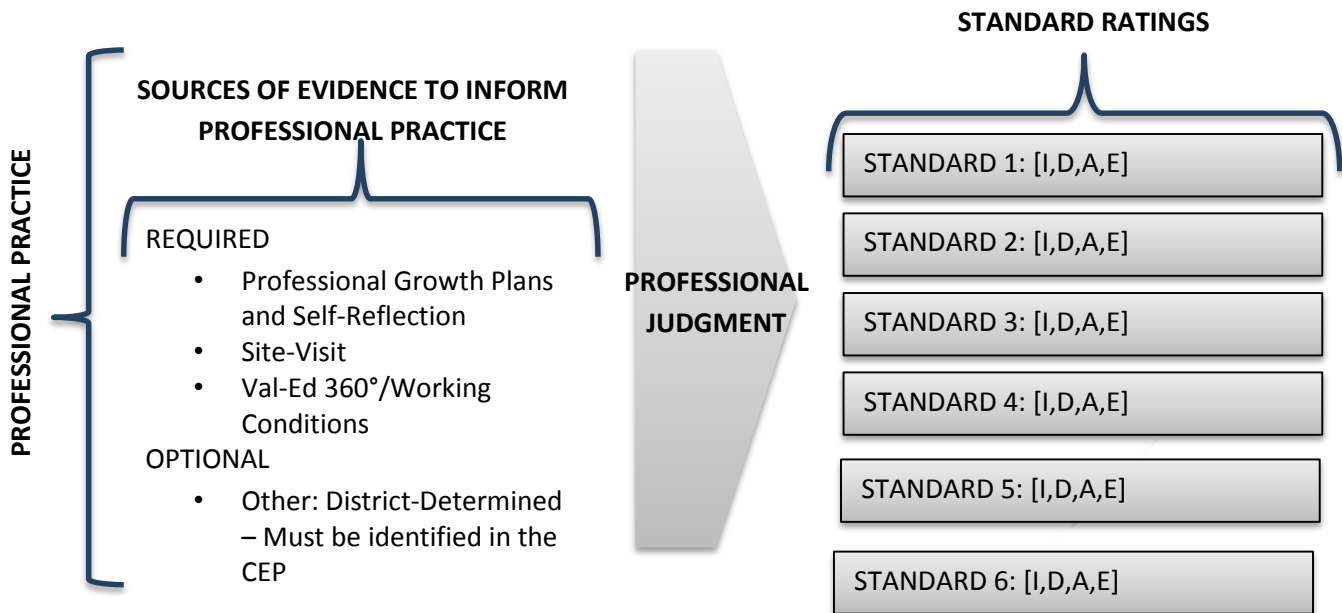
DETERMINING THE OVERALL PERFORMANCE CATEGORY

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 informed by the principal's ratings on professional practice and student growth.

Rating Overall Professional Practice

Using sources of evidence for principals/assistant principals, evaluators will use professional judgement to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice category:

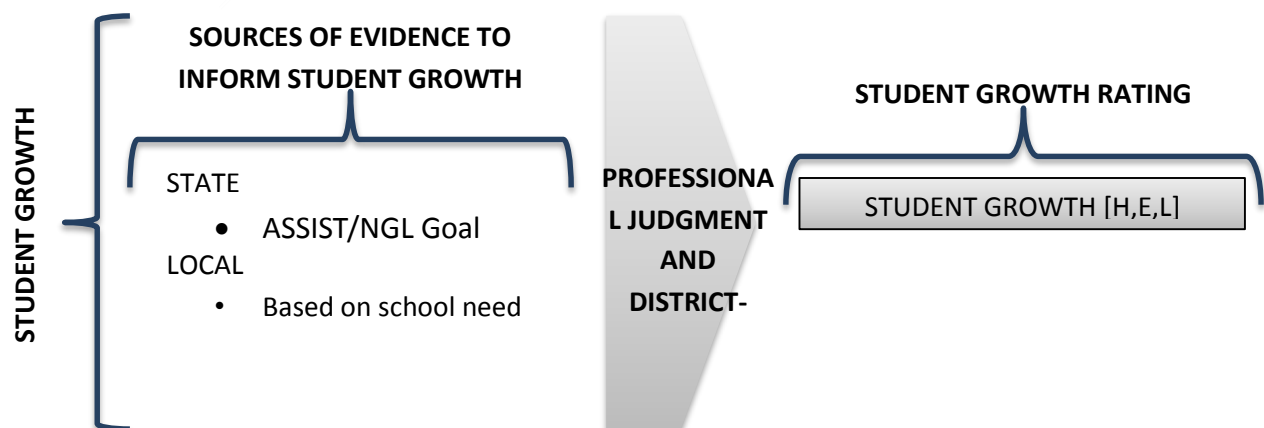
- Provide a summative rating for each standard based on evidence and professional judgement but following the state decision table of criteria below.
- All ratings must be recorded in the state-approved technology platform and documented on the appropriate Form G



| Decision Matrix to Guide Superintendents in Determining a Principal's Professional Practice Rating | |
|--|--|
| If...Principal or Assistant Principal is rated EXEMPLARY in at least 4 of the standards and no standard is rated DEVELOPING or INEFFECTIVE | Then...Professional Practice Rating shall be EXEMPLARY |
| If...Principal or Assistant Principal is rated ACCOMPLISHED in at least 4 standards and no standard is rated INEFFECTIVE | Then...Professional Practice Rating shall be ACCOMPLISHED |
| If...Principal or Assistant Principal is rated DEVELOPING in at least 5 standards | Then...Professional Practice Rating shall be rated DEVELOPING |
| If...Principal or Assistant Principal is rated INEFFECTIVE in 2 or more standards | Then...Professional Practice Rating shall be rated INEFFECTIVE |

Rating Overall Student Growth (State Goal Rating + Local SGG Rating)

Overall Student Growth Rating results from a combination of professional judgement and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgement to multiple evidences of student growth over time. Student growth ratings must include data from both local and state contributions.



| Principal and Assistant Principal Combined Student Growth Rating | | | |
|--|-----------------------|-------------------------------|--|
| Local SGG Rating | State ASSIST/NGL Goal | Overall Student Growth Rating | |
| High | High | High | |
| | Expected | High | |
| | Low | Expected | |
| Expected | High | High | |
| | Expected | Expected | |
| | Low | Expected | |
| Low | High | Expected | |
| | Expected | Expected | |
| | Low | Low | |

Three years of student growth data (when available) will be used to determine overall student growth ratings for principals/assistant principals. When multiple years of data are available, the data from the current year will comprise half of the overall rating as follows. 2015-16 will be year 1 for local SGG while 2014-15 state testing data will be year 1 for state contribution.

| 2 years of data | Weight |
|-----------------|--------|
| Current year | 50% |
| Prior year | 50% |

| 3 years of data | Weight |
|-----------------|--------|
| Current year | 50% |
| Prior year | 25% |
| Prior year | 25% |

To determine the weighted average, a numerical point value will be assigned to each year's student growth rating and then multiplied by the weighted percentage.

| Student Growth Rating | Numerical Point Value |
|-----------------------|-----------------------|
| Low | 1 point |
| Expected | 2 points |
| High | 3 points |

The resulting weighted points are then added together to determine the total numerical score. This score will determine the overall student growth rating for the summative cycle as follows.

| Summative Cycle Overall Student Growth Rating | Numerical Score |
|---|-----------------|
| Low | 1.0 – 1.49 |
| Expected | 1.50 – 2.49 |
| High | 2.50 – 3.0 |

CRITERIA FOR DETERMINING A PRINCIPAL'S/ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

A principal's or assistant principal's Overall Performance Category is determined by the evaluator based on the principal's or assistant principal's ratings on Professional Practice and Student Growth. Next, the evaluator will use the following decision rules for determining the Overall Performance Category:

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

| PROFESSIONAL PRACTICE RATING | STUDENT GROWTH RATING | OVERALL PERFORMANCE CATEGORY |
|------------------------------|-----------------------|------------------------------|
| Exemplary | High OR Expected | Exemplary |
| | Low | Developing |
| Accomplished | High | Exemplary |
| | Expected | Accomplished |
| | Low | Developing |
| Developing | High | Accomplished |
| | Low OR Expected | Developing |
| Ineffective | Low, Expected OR High | Ineffective |

Professional Growth Plan and Summative Cycle

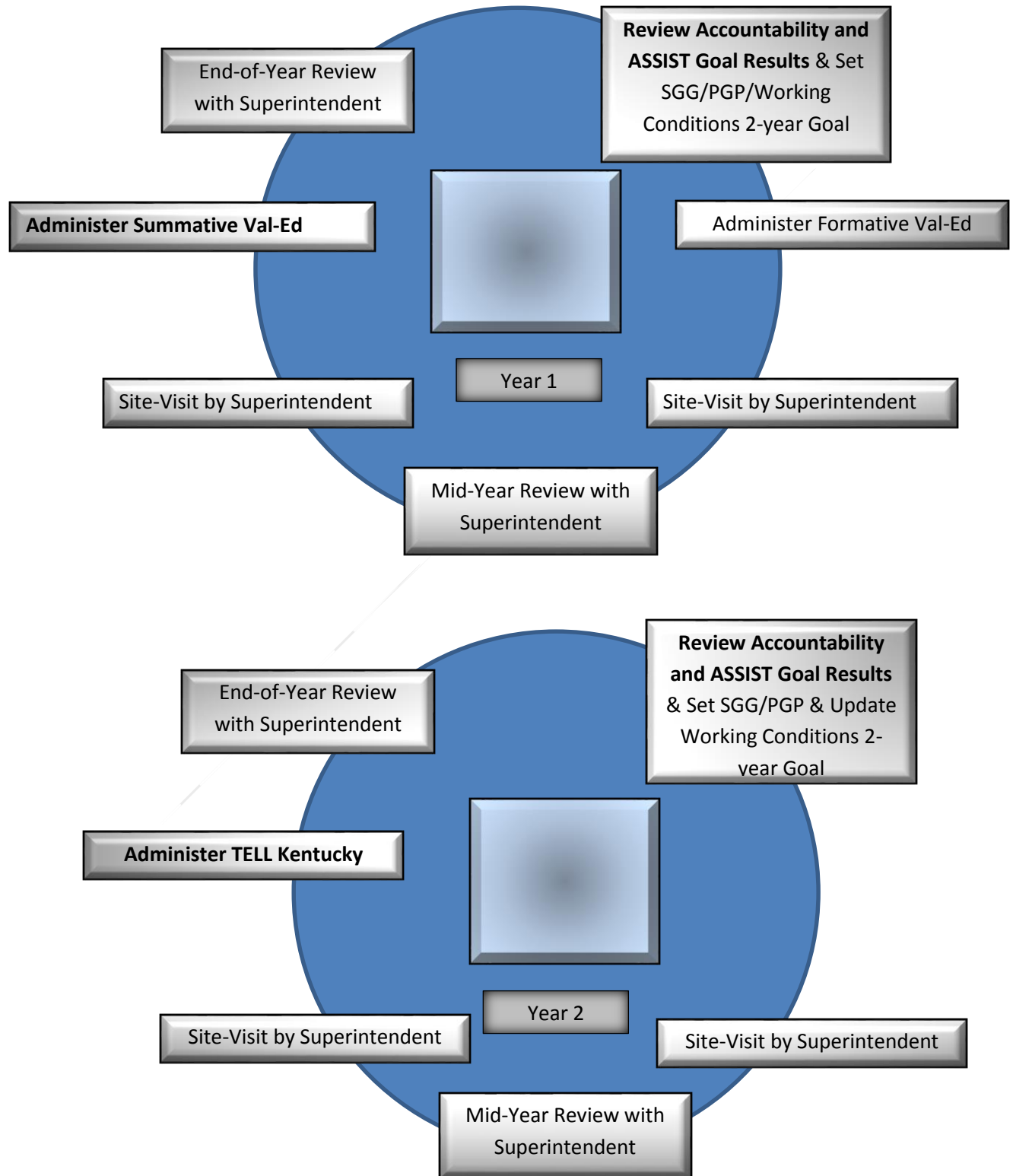
Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.

| KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS | | | | |
|---|--------------|---|---|------|
| PROFESSIONAL PRACTICE RATING | EXEMPLARY | Shall have a minimum of a Professional Growth Plan developed by Evaluator | Shall have a minimum of a Professional Growth Plan developed by Evaluatee | |
| | ACCOMPLISHED | | | |
| | DEVELOPING | Shall have a minimum of a Professional Growth Plan developed by Evaluator | Shall have a minimum of a Professional Growth Plan developed by Evaluatee | |
| | INEFFECTIVE | Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator. | | |
| | | LOW | EXPECTED | HIGH |
| Student Growth | | | | |

Principal PGES Cycle

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

Two Year Cycle of the PPGES



Other Certified District Professionals Evaluation Documents

• Central Office Supervisors

During the 2015-16 school year, Central Office Supervisors will use the form A using the standards from the Superintendent PGES system. The Superintendent or designee will assign the standards of SPGES that relate to the Central Office Supervisors job description. Professional Growth Plan timelines will be the same as PPGES.

| Timeline | Action |
|------------------------|---|
| First 30 Calendar Days | Evaluation Orientation |
| By September 30 | Self-reflection and Professional Growth Plan completed |
| Mid-year Review | Review Progress/reflection on growth and modify plan as appropriate |
| By May 31 | Summative reflection and Evaluation |

Superintendent or designee 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 central office supervisor. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in a common framework identified: SPGES Standards.

Superintendent Performance Standards

The Superintendent Performance Standards are designed to support student achievement and professional best-practice through the standards of Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, Collaborative Leadership, and Influential Leadership. 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 supervisor's professional practice will be situated within one or more of the 7 standards. Performance will be rated for each standard according to the four performance levels: Growth Needed, Developing, Accomplished, and 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 supervisors 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 the flexibility to account for a wide variety of factors related to individual supervisor's performance. These factors may include school-specific

priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may impact the learning environment, such as unanticipated outside events or traumas.

The following categories of evidence can be used in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- **Products of Practice/Other Sources of Evidence**
- Supervisors may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the supervisor's practice within the standards. These evidences should be part of the regular practice of the supervisor and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of leadership and learning.
- All components and sources of evidence related to supporting a supervisor's professional practice will be completed and documented to inform the overall performance category. All summative ratings will be documented on the appropriate Form G.

Self-Reflection and Professional Growth Planning (completed annually) Appropriate Form A

The Professional Growth Plan will be developed by September 30th and address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including professional growth needs identified through self-assessment and reflection. Self-Reflection improves a supervisor's practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. All supervisors will participate in self-reflection and professional growth planning each year.

DETERMINING THE OVERALL PERFORMANCE CATEGORY

Superintendent or designee is responsible for determining an Overall Performance Category for each supervisor at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the supervisor's ratings on professional practice.

Rating Overall Professional Practice

Using sources of evidence for principals/assistant principals, evaluators will use professional judgement to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice category:

- Provide a summative rating for each standard based on evidence and professional judgement.
- All ratings must be recorded on the appropriate Form G

Forms for the Professional Growth and Effectiveness System

Reflective practice & professional growth planning-Teacher, Gifted, Migrant, ESL, Adult Ed, Alternative Settings **Form A**

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

Part A: Initial Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

| 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 | |

| Domain: | Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 form those circled for focused professional growth goal development to develop two professional growth goals in Part b. |
|------------------------|---|----|----|----|----|----|--|
| The Classroom Environ. | 2A | 2B | 2C | 2D | 2E | | Domain Selected for 1 st growth goal: |
| Instruction | 3A | 3B | 3C | 3D | 3E | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F | Domain Selected for 2 nd growth goal: |

| | | | | | | | |
|----------------------|----|----|----|----|----|----|--|
| Professional Respon. | 4A | 4B | 4C | 4D | 4E | 4F | |
|----------------------|----|----|----|----|----|----|--|

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3) | |
|--|--|
| <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4) | |
|--|--|
| Professional Growth Goal 2 (from Domain 1 or 4): <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | |

| | Action Plan | | |
|-----------------------|---|-------------------|--------------------------|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |

| | | | |
|--|---|--|--|
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | Teacher Signature_____ Principal Signature_____ |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal- Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

Next Steps:

Teacher Signature:

Date:

Administrator Signature:

Date:

Reflective practice & professional growth planning Template

OPGES: Guidance Counselors Form A

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

Part A: Initial Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

| Component: | Self-Assessment: | | | | Rationale: |
|---|------------------|---|---|---|------------|
| 1A - Demonstrating Knowledge of counseling theory and techniques | I | D | A | E | |
| 1B - Demonstrating Knowledge of child and adolescent development | I | D | A | E | |
| 1C – Establishing goals for the counseling program appropriate to the setting and the students served | I | D | A | E | |
| 1D - Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district | I | D | A | E | |
| 1E – Plan in the counseling program integrated with the regular school program | I | D | A | E | |
| 1F – Developing a plan to evaluate the counseling program | I | D | A | E | |
| 2A - Creating an Environment of Respect and Rapport | I | D | A | E | |
| 2B - Establishing a Culture for productive communication | I | D | A | E | |
| 2C – Managing routines and procedures | I | D | A | E | |
| 2D – Establishing standards of conduct and contributing to the culture for student behavior throughout the school | I | D | A | E | |
| 2E - Organizing Physical Space | I | D | A | E | |
| 3A – Assessing student needs | I | D | A | E | |
| 3B – Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs | I | D | A | E | |
| 3C – Using counseling techniques in individual and classroom programs | I | D | A | E | |
| 3D – Brokering resources to meet needs | I | D | A | E | |
| 3E - Demonstrating Flexibility and Responsiveness | I | D | A | E | |
| 4A - Reflecting on Practice | I | D | A | E | |
| 4B – Maintaining records and submitting them in a timely fashion | I | D | A | E | |
| 4C – Communicating with families | I | D | A | E | |
| 4D - Participating in a Professional Community | I | D | A | E | |
| 4E – Engaging in Professional Development | I | D | A | E | |
| 4F – Showing Professionalism | I | D | A | E | |

| Domain: | Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in Part b. |
|-------------------------------|---|----|----|----|----|--|---|
| | 2A | 2B | 2C | 2D | 2E | | |
| The Classroom Environment | | | | | | | Domain Selected for 1 st growth goal: |
| Instruction | | | | | | | |
| Planning & Preparation | | | | | | | Domain Selected for 2 nd growth goal: |
| Professional Responsibilities | | | | | | | |

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3) | |
|--|--|
| <ul style="list-style-type: none"> • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are the measures of success? | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)

Professional Growth Goal 2 (from Domain 1 or 4):

- 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 | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | Teacher Signature _____ Principal Signature _____ |

| | |
|--------------------|-------|
| Teacher Signature: | Date: |
|--------------------|-------|

| | |
|--------------------------|-------|
| Administrator Signature: | Date: |
|--------------------------|-------|

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

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

| Next Steps: |
|-------------|
| |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Reflective practice & professional growth planning Template **OPGES: Library Media Specialist** **Form A**

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

Part A: Initial Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

| Component: | Self-Assessment: | | | | Rationale: |
|---|------------------|---|---|---|------------|
| 1A - Demonstrating Knowledge of Content Curriculum and Process | I | D | A | E | |
| 1B - Demonstrating Knowledge of Students | I | D | A | E | |
| 1C - Supporting Instructional Outcomes | I | D | A | E | |
| 1D - Demonstrating Knowledge and Use of Resources | I | D | A | E | |
| 1E – Demonstrating a Knowledge of Literature and Lifelong Learning. | I | D | A | E | |
| 1F – Collaborating in the Design of Instructional Materials | 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 Library Procedures | I | D | A | E | |
| 2D - Managing Student Behavior | I | D | A | E | |
| 2E - Organizing Physical Space | I | D | A | E | |
| 3A - Communicating Clearly and Accurately | I | D | A | E | |
| 3B - Using Questioning and Research Techniques | I | D | A | E | |
| 3C - Engaging Students in Learning | I | D | A | E | |
| 3D - Using Assessment in Instruction (whole class, one-on-one, and small-group) | I | D | A | E | |
| 3E - Demonstrating Flexibility and Responsiveness | I | D | A | E | |
| 4A - Reflecting on Practice | I | D | A | E | |
| 4B - Maintaining Accurate Records | I | D | A | E | |
| 4C - Communicating with School Staff and Community | I | D | A | E | |
| 4D - Participating in a Professional Community | I | D | A | E | |
| 4E - Growing and Developing Professionally | I | D | A | E | |
| 4F – Collection Development and Maintenance | I | D | A | E | |
| 4G – Managing the library Budget | I | D | A | E | |
| 4H – Managing Personnel | I | D | A | E | |
| 4I – Professional Ethics | I | D | A | E | |

| Domain: | Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 form those circled for focused professional growth goal development to develop two professional growth goals in Part b. |
|-------------------------------|---|----|----|----|----|----|---|
| | | | | | | | |
| The Classroom Environment | 2A | 2B | 2C | 2D | 2E | | Domain Selected for 1 st growth goal: |
| Instruction | 3A | 3B | 3C | 3D | 3E | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F | Domain Selected for 2 nd growth goal: |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F | |
| | 4G | 4H | 4I | | | | |

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3) | |
|--|--|
| <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)

Professional Growth Goal 2 (from Domain 1 or 4):

- 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 | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | Teacher Signature _____ Principal Signature _____ |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

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

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

| Next Steps: |
|-------------|
| |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Reflective practice & professional growth planning Template

OPGES: Speech Therapist

Form A

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

Part A: Initial Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

| Component: | Self-Assessment: | | | | Rationale: |
|--|------------------|---|---|---|------------|
| 1A - Demonstrating Knowledge and skill in the specialist therapy area holding the relevant certificate or license | I | D | A | E | |
| 1B – Establishing goals for the therapy program appropriate to the setting and the students served | I | D | A | E | |
| 1C – Demonstrating knowledge of District, State, and Federal regulations and guidelines | I | D | A | E | |
| 1D – Demonstrating knowledge of resources within and beyond the school and district. | I | D | A | E | |
| 1E – Plan in the therapy program integrated with the regular school program to meet the needs of individual students | I | D | A | E | |
| 1F – Developing a plan to evaluate the therapy program | I | D | A | E | |
| 2A - Establishing rapport with students | I | D | A | E | |
| 2B – Organizing time effectively | I | D | A | E | |
| 2C – Establishing and maintaining clear procedures for referrals | I | D | A | E | |
| 2D – Establishing standards of conduct in the treatment center | I | D | A | E | |
| 2E - Organizing Physical Space for testing of students and providing therapy | I | D | A | E | |
| 3A – Responding to referrals and evaluating student needs | I | D | A | E | |
| 3B – Developing and implementing treatment plans to maximize students success | I | D | A | E | |
| 3C – Communicating with families | I | D | A | E | |
| 3D – Collecting information; writing reports | I | D | A | E | |
| 3E - Demonstrating Flexibility and Responsiveness | I | D | A | E | |
| 4A - Reflecting on Practice | I | D | A | E | |
| 4B – Collaborating with teachers and administrators | I | D | A | E | |
| 4C – Maintaining an effective data management system | I | D | A | E | |
| 4D - Participating in a Professional Community | I | D | A | E | |
| 4E – Engaging in Professional Development | I | D | A | E | |
| 4F – Showing Professionalism including integrity, advocacy, and maintaining confidentiality | I | D | A | E | |

| Domain: | Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 form those circled for focused professional growth goal development to develop two professional growth goals in Part b. |
|-------------------------------|---|----|----|----|----|----|---|
| | | | | | | | |
| The Classroom Environment | 2A | 2B | 2C | 2D | 2E | | Domain Selected for 1 st growth goal: |
| Delivery of Service | 3A | 3B | 3C | 3D | 3E | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F | Domain Selected for 2 nd growth goal: |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F | |

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3) | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | | | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)

Professional Growth Goal 2 (from Domain 1 or 4):

- 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 | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | Teacher Signature _____ Principal Signature _____ |

| | |
|--------------------|-------|
| Teacher Signature: | Date: |
|--------------------|-------|

| | |
|--------------------------|-------|
| Administrator Signature: | Date: |
|--------------------------|-------|

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

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

| Next Steps: |
|-------------|
| |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Reflective practice & professional growth planning Template

OPGES: School Psychologist

Form A

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

Part A: Initial Reflection – Establishing Priority Growth Needs—Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

| Component: | Self-Assessment: | | | | Rationale: |
|--|------------------|---|---|---|------------|
| 1A - Demonstrating Knowledge and skill in using psychological instruments to evaluate students | I | D | A | E | |
| 1B - Demonstrating Knowledge of child and adolescent development and psychopathology | I | D | A | E | |
| 1C – Establishing goals for the psychology program appropriate to the setting and the students served | I | D | A | E | |
| 1D - Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district | I | D | A | E | |
| 1E – Plan in the psychology program integrated with the regular school program to meet the needs of individual students and including prevention | I | D | A | E | |
| 1F – Developing a plan to evaluate the psychology program | I | D | A | E | |
| 2A - Establishing rapport with students | I | D | A | E | |
| 2B - Establishing a Culture for positive mental health throughout the school | I | D | A | E | |
| 2C – Establishing and maintaining clear procedures for referrals | I | D | A | E | |
| 2D – Establishing standards of conduct in the testing center | I | D | A | E | |
| 2E - Organizing Physical Space for testing the students and storage of materials | I | D | A | E | |
| 3A – Responding to referrals consulting with teachers and administrators | I | D | A | E | |
| 3B – Evaluating student needs and compliance with National Association of School psychologists NASP guidelines | I | D | A | E | |
| 3C – Chairing evaluation teams | I | D | A | E | |
| 3D – Planning interventions to maximize student’s likelihood of success | I | D | A | E | |
| 3E - Demonstrating Flexibility and Responsiveness | I | D | A | E | |
| 4A - Reflecting on Practice | I | D | A | E | |
| 4B – Communicating with families | I | D | A | E | |
| 4C – Maintaining accurate records | I | D | A | E | |
| 4D - Participating in a Professional Community | I | D | A | E | |
| 4E – Engaging in Professional Development | I | D | A | E | |
| 4F – Showing Professionalism | I | D | A | E | |

| Domain: | Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 form those circled for focused professional growth goal development to develop two professional growth goals in Part b. |
|-------------------------------|---|----|----|----|----|----|---|
| | 2A | 2B | 2C | 2D | 2E | | Domain Selected for 1 st growth goal: |
| The Classroom Environment | | | | | | | |
| Instruction | | | | | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F | Domain Selected for 2 nd growth goal: |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F | |

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3) | |
|--|--|
| <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)

Professional Growth Goal 2 (from Domain 1 or 4):

- 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 | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | Teacher Signature _____ Principal Signature _____ |

| | |
|--------------------|-------|
| Teacher Signature: | Date: |
|--------------------|-------|

| | |
|--------------------------|-------|
| Administrator Signature: | Date: |
|--------------------------|-------|

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

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

| Next Steps: |
|-------------|
| |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Reflective practice & professional growth planning Template **Other District Professionals-Instructional Coach, Technology** **Integration Specialist** **Form A**

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

Part A: Initial Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

| Component: | Self-Assessment: | | | | Rationale: |
|--|------------------|---|---|---|------------|
| 1A - Demonstrating Knowledge of current trends in specialty area and professional development | I | D | A | E | |
| 1B - Demonstrating Knowledge of the school's program and levels of teacher skill in delivering that program | I | D | A | E | |
| 1C – Establishing goals for the instructional support program appropriate to the setting and the teachers served | I | D | A | E | |
| 1D - Demonstrating Knowledge of Resources both within and beyond the school and district | I | D | A | E | |
| 1E – Planning the instructional support program integrated with the overall school program | I | D | A | E | |
| 1F – Developing a plan to evaluate the instructional support program | I | D | A | E | |
| 2A - Creating an Environment of Trust and Respect | I | D | A | E | |
| 2B - Establishing a Culture for ongoing instructional improvement | I | D | A | E | |
| 2C – Establishing clear procedures for teachers to gain access to the instructional support | I | D | A | E | |
| 2D – Establishing and maintaining norms of behavior for professional interactions | I | D | A | E | |
| 2E - Organizing Physical Space for workshops or training | I | D | A | E | |
| 3A – Collaborating with teachers in the design of instructional units and lessons | I | D | A | E | |
| 3B – Engaging teachers in learning new instructional skills | I | D | A | E | |
| 3C – Sharing expertise with staff | I | D | A | E | |
| 3D – Locating resources for teachers to support instructional improvement | I | D | A | E | |
| 3E - Demonstrating Flexibility and Responsiveness | I | D | A | E | |
| 4A - Reflecting on Practice | I | D | A | E | |
| 4B – Preparing and submitting budgets and reports | I | D | A | E | |
| 4C – Coordinating work with other instructional specialists | I | D | A | E | |
| 4D - Participating in a Professional Community | I | D | A | E | |
| 4E – Engaging in Professional Development | I | D | A | E | |
| 4F – Showing Professionalism including integrity and confidentiality | I | D | A | E | |

| Domain: | Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 form those circled for focused professional growth goal development to develop two professional growth goals in Part b. |
|-------------------------------|---|----|----|----|----|----|---|
| The Classroom Environment | 2A | 2B | 2C | 2D | 2E | | Domain Selected for 1 st growth goal: |
| Instruction | 3A | 3B | 3C | 3D | 3E | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F | Domain Selected for 2 nd growth goal: |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F | |

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3) | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | | | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)

Professional Growth Goal 2 (from Domain 1 or 4):

- 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 | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | Teacher Signature _____ Principal Signature _____ |

| | |
|--------------------|-------|
| Teacher Signature: | Date: |
|--------------------|-------|

| | |
|--------------------------|-------|
| Administrator Signature: | Date: |
|--------------------------|-------|

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

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

| Next Steps: |
|-------------|
| |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Reflective practice & professional growth planning Template : Central Office Supervisors Form A

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

Part A: Initial Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component that is assigned by the superintendent.

| Component: | Self-Assessment: | | | | Rationale: |
|---|------------------|---|---|---|------------|
| 1A - Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century <i>Vision-Relationships</i> | I | D | A | E | |
| 1B - Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals <i>Vision-Monitor</i> | I | D | A | E | |
| 1C – Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district <i>Strategic Planning-Implementation</i> | I | D | A | E | |
| 1D - Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data <i>Strategic Planning (Monitoring/Evaluation)</i> | I | D | A | E | |
| 1E – Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan <i>Strategic Planning (Resourcing)</i> | I | D | A | E | |
| 1F – Facilitates the implementation of federal, state and local education policies <i>Policies</i> | I | D | A | E | |
| 1G- Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data <i>Strategic Planning (Goals)</i> | I | D | A | E | |
| 2A - Leads the district's philosophy of education-setting specific achievement targets for schools and | I | D | A | E | |

| | | | | | |
|---|---|---|---|---|--|
| students of all ability levels, and monitors progress toward those targets <i>Learning/Teaching Focus: High Expectations</i> | | | | | |
| 2B - Models and applies learning for staff and students <i>Professional Learning</i> | I | D | A | E | |
| 2C – Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. <i>High Expectations</i> | I | D | A | E | |
| 2D – Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i> | I | D | A | E | |
| 2E - Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i> | I | D | A | E | |
| 2F - Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology <i>Strategic Planning-Implementation</i> | I | D | A | E | |
| 3A – Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs <i>Stakeholder/Community Involvement</i> | I | D | A | E | |
| 3B – Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century <i>Stakeholder/Community Involvement</i> | I | D | A | E | |
| 3C – Creates a unified school system (not a system of individual schools) with shared vision and equitable practices <i>Vision/Beliefs</i> | I | D | A | E | |
| 3D – Builds trust and promotes a sense of well-being between all stakeholders <i>Stakeholder/Community Involvement</i> | I | D | A | E | |
| 3E - Routinely celebrates and acknowledges district successes as well as areas needing growth <i>Celebrate/Acknowledge</i> | I | D | A | E | |
| 3F - Supports and engages in the positive cultural traditions of the community <i>Stakeholder/Community Involvement</i> | I | D | A | E | |
| 3G - Creates opportunities for staff involvement in the community and community involvement in the schools <i>Stakeholder/Community Involvement</i> | I | D | A | E | |
| 3H - Creates an environment that values and promotes diversity <i>Diversity</i> | I | D | A | E | |

| | | | | | |
|--|---|---|---|---|--|
| 4A - Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction <i>Resourcing</i> | I | D | A | E | |
| 4B – Creates and monitors processes for educators to assume leadership and decision-making roles <i>Staffing</i> | I | D | A | E | |
| 4C – Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions <i>HR Functions</i> | I | D | A | E | |
| 4D - Uses data to create and maintain a positive work environment <i>Culture/Environment</i> | I | D | A | E | |
| 4E – Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs <i>Professional Learning</i> | I | D | A | E | |
| 4F – Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations <i>Evaluation</i> | I | D | A | E | |
| 5A - Prepares and oversees a budget that aligns resources with the district's vision and needs <i>Finance</i> | I | D | A | E | |
| 5B - Identifies and plans for facility and technology needs <i>Capital Planning</i> | I | D | A | E | |
| 5C - Continually assesses programs and resource allocation <i>Resourcing</i> | I | D | A | E | |
| 5D - Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology <i>Effectiveness and Efficiency</i> | I | D | A | E | |
| 5E - Builds consensus and resolves conflicts effectively <i>Conflict Resolution</i> | I | D | A | E | |
| 5F - Assures an effective system of districtwide communication <i>Communication</i> | I | D | A | E | |
| 5G - Continually assesses the system in place that ensures the safety of students and staff <i>Safety and security</i> | I | D | A | E | |
| 5H - Works with local and state agencies to develop and implement emergency plans <i>Safety and security</i> | I | D | A | E | |

| | | | | | |
|---|---|---|---|---|--|
| 6A - Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools <i>Vision and high expectations</i> | I | D | A | E | |
| 6B - Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success <i>Stakeholder/Community Involvement</i> | I | D | A | E | |
| 6C - Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities <i>Professional Learning/Stakeholder Involvement</i> | I | D | A | E | |
| 6D - Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school <i>Stakeholder Involvement</i> | I | D | A | E | |
| 7A - Understands the political systems involving the district <i>Political Context</i> | I | D | A | E | |
| 7B - Defines, understands, and communicates the impact on proposed legislation <i>Legal/Ethical</i> | I | D | A | E | |
| 7C - Applies laws, policies and procedures fairly, wisely, and considerately <i>Legal</i> | I | D | A | E | |
| 7D - Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities <i>Legal</i> | I | D | A | E | |
| 7E - Accesses local, state and national political systems to provide input on critical educational issues <i>Political Context; Stakeholder/Community Involvement</i> | I | D | A | E | |

| Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning. | | | | | | | | Step 2: Select two components from either Domain 1 - 7 from those circled for the focused professional growth goal development to develop two professional growth goals in Part b. |
|---|----|----|----|----|----|----|----|---|
| 2A | 2B | 2C | 2D | 2E | 2F | | | Domain Selected for 1 st growth goal: |
| 3A | 3B | 3C | 3D | 3E | 3F | 3G | 3H | |
| 1A | 1B | 1C | 1D | 1E | 1F | 1G | | |
| 4A | 4B | 4C | 4D | 4E | 4F | | | |

| | | | | | | | | |
|----|----|----|----|----|----|----|----|--|
| 5A | 5B | 5C | 5D | 5E | 5F | 5G | 5H | Domain Selected for 2 nd growth goal: |
| 6A | 6B | 6C | 6D | | | | | |
| 7A | 7B | 7C | 7D | 7E | | | | |

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

| Step 1: Write Professional Growth Goal 1 | |
|--|--|
| <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | |

| | Action Plan | | |
|--|---|--|--|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| Step 2: Write Professional Growth Goal 2 | |
|---|--|
| Professional Growth Goal 2: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? | |

| | Action Plan | | |
|-----------------------|--------------------|-------------------|--------------------------|
| Professional Learning | Strategies/Actions | Resources/Support | Targeted Completion Date |
| | | | |

| | | | |
|--|---|--|--|
| | | | |
| | Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i> | | |
| <input type="checkbox"/> Artifacts | <input type="checkbox"/> Self-Assessment | <input type="checkbox"/> PLC documents | <input type="checkbox"/> Ongoing Self-Reflection |
| <input type="checkbox"/> Certificate of Completion | <input type="checkbox"/> Teaming with Colleague | <input type="checkbox"/> Logs | <input type="checkbox"/> Observation Data |
| <input type="checkbox"/> Other: (please specify) | | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|-------------------------------|-------------------------------------|--------------------------|
| | | |
| | | |
| | | |
| Mid-year review conducted on: | | |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

| Date: | End of Year Reflection: |
|-------|-------------------------|
| | |

| | |
|--|--|
| | |
|--|--|

| |
|--------------------|
| Next Steps: |
| |

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

Form A- Reflective Practice, and Professional Growth Planning Template - Principals/Assistant Principals Form A

| | |
|-----------|--|
| Principal | |
| EPSB ID# | |
| School | |
| Level | |

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

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

| Standard | Self-Assessment | | | | Strengths and areas for growth |
|---|-----------------|---|---|---|--------------------------------|
| 1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i> | I | D | A | E | |
| 2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i> | I | D | A | E | |
| 3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i> | I | D | A | E | |
| 4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i> | I | D | A | E | |
| 5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i> | I | D | A | E | |
| 6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i> | I | D | A | E | |

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

Part B-2: Local Student Growth

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

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

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

Target Performance Standard:

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

Working Conditions Growth Goal Statement:

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

Working Conditions Growth Goal Rubric:

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

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

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

Part D: Professional Growth & Effectiveness Data Reflection

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

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

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

| Number of Surveys Distributed | Number of Completed Surveys Returned | Percentage of Completed Surveys Returned |
|-------------------------------|--------------------------------------|--|
| | | |

Questions to Consider:

What did teachers/staff perceive as major strengths?
 What did teachers/staff perceive as major weaknesses?
 List factors that might have influenced the results.

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

| Data Selected | Results |
|---------------|---------|
| | |
| | |
| | |

Questions to Consider:

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

Part E: Connecting Priority Growth Needs to Professional Growth Planning

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

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

| Connection to Standards | | | |
|--|--|--|---|
| The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
| | | | |
| Action Plan | | | |
| Professional Learning 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

| Principal Growth Goals-Review | |
|---|---|
| (Describe goal progress and other relevant data.) | Mid-year review conducted on _____ Initials _____ <div style="text-align: right;">Principal's Superintendent</div> |

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

| | |
|-----------------------------|-------|
| Administrator's Signature: | Date: |
| Superintendent's Signature: | Date: |

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

| Date: | End of Year Student Growth Reflection: |
|--|---|
| End-of-Year Data Results (Accomplishments at the end of year.) | <div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="text-align: right; margin-top: 10px;"> <input type="checkbox"/> Data attached </div> |
| Date: | End of Year TELL KY Working Conditions Growth Reflection: |
| | |
| Date: | End of Year Professional Growth Reflection: |
| | |

| Next Steps: |
|-------------|
| |

| | |
|-----------------------------|-------|
| Administrator's Signature: | Date: |
| Superintendent's Signature: | Date: |

PRE-OBSERVATION DOCUMENT

| | |
|-------------------------------|--|
| Teacher Signature | |
| School | |
| Grade Level/Subject(s) | |
| Observer Signature | |
| Date of Conference | |

Preconference (Planning Conference)

| Questions for Discussion: | Notes: |
|---|---------------|
| What is your identified student learning target(s)? | |
| To which part of your curriculum does this lesson relate? | |
| How does this learning fit in the sequence of learning for this class? | |
| Briefly describe the students in this class, including those with special needs. | |
| How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using. | |
| How will you differentiate instruction for individuals or groups of students? | |
| How and when will you know whether the students have achieved the learning target(s)? | |
| Is there anything that you would like me to specifically observe during the lesson? | |

Marion County Schools Student Growth Goal Template
Think and Plan Guidance for Developing Student Growth Goals –Developed by KDE

Form C

Purpose: This document is a summary form a teacher completes for conferencing with his or her administrator. The column to the right provides guidance and detail for completing the process and the template.

Step 1: DETERMINE NEEDS

| | |
|---|--|
| <p>Identify the context of the identified class, including student population.</p> <div style="border: 2px solid blue; height: 60px; margin: 10px 0;"></div> <p>Identify the course-long interval of instruction (<i>e.g., trimester, semester, one school year</i>).</p> <div style="border: 2px solid blue; height: 100px; margin: 10px 0;"></div> <p>Identify the content area enduring skills*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the “<i>Enduring Understandings</i>” reflect the enduring learning advocated in the goal-setting for student growth process. Consult the Enduring Skills Initial List for your content area for examples.)</p> <div style="border: 2px solid blue; height: 210px; margin: 10px 0;"></div> | <p style="text-align: center;">Guiding Questions</p> <p>In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area.</p> <ul style="list-style-type: none">✓ Based on my content standards, what are the enduring skills*, concepts and processes students should master by the end of the school year/course?✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know? <p>Pinpoint areas of need based on my current students' abilities.</p> <ul style="list-style-type: none">✓ Are there any enduring skills*, concepts or processes my students lack overall? What are the biggest areas of need?✓ What are my students' abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal? |
|---|--|

List the sources of evidence you will use to establish baseline data and measure student growth.

Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.

Note: At least three sources of evidence are recommended for contributing to baseline data.

- ✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
- ✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
- ✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
- ✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on Target-Method Match.)

Use baseline data to determine area(s) of need for the goal

- ✓ What did I learn from collection of data?
- ✓ How will I combine data to determine a baseline for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

Specify the expected growth and proficiency.
Include a growth target that expresses the growth you expect your students to make.
Include a proficiency target.

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC

| | |
|---|---|
| <div style="border: 2px solid blue; height: 150px; width: 100%;"></div> | <ul style="list-style-type: none"> ✓ Is the identified area of need significant enough for year-long/course-long instructional focus? ✓ Does the goal address learning that is representative of the enduring skills*, concepts and/or processes that: <ul style="list-style-type: none"> ○ ENDURES beyond a single test date, ○ is of value in other disciplines, ○ is relevant beyond the classroom, ○ is worthy of embedded, course-long focus, ○ may be necessary for the next level of instruction? |
| <p>Write your student growth goal statement that meets the SMART criteria.</p> <div style="border: 2px solid blue; height: 250px; width: 100%;"></div> | <p>MEASURABLE</p> <ul style="list-style-type: none"> ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth? ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need? ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected? ✓ Does the goal include a growth target and proficiency target? |
| <p>Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.</p> <div style="border: 2px solid blue; height: 150px; width: 100%;"></div> | <p>APPROPRIATE</p> <ul style="list-style-type: none"> ✓ Is the goal standards-based and directly related to the subject and students taught? ✓ Is there a good match between the goal and the level of rigor expected in the identified standards? <p>REALISTIC</p> <ul style="list-style-type: none"> ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable? <p>TIMEBOUND</p> <ul style="list-style-type: none"> ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)? |

- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

Describe professional learning (PL) needed to support students' attainment of the student growth goal. (Include any PL needs in your Professional Growth Plan.)

Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.

Determine professional learning

- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
- ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

Decide on instructional strategies for goal attainment

- ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
- ✓ What resources and supports do I need to implement these strategies with my students?

Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Describe your plan to monitor students' progress toward goal attainment.

Plan for progress monitoring

- ✓ How and when will I monitor progress towards the SGG throughout the year/course?

| | |
|--|---|
| | <ul style="list-style-type: none"> ✓ What formative assessment processes will I use for progress monitoring? ✓ How will I involve students in progress monitoring? ✓ How will feedback occur regularly to move students forward in their learning? |
|--|---|

Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL

| | |
|--|--|
| | <p>Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.</p> <ul style="list-style-type: none"> ✓ What does the data reveal about student growth? ✓ What does the data show about instructional practices? ✓ How can these results inform professional growth? |
|--|--|

*In the KCAS for Mathematics, the “*Enduring Understandings*” reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.

Marion County Formative Evaluation (TPGES, OPGES, Other District Professional)

Form F

Employee Name _____

Date of Observation _____

Observer _____

Post-Ob Conference Date _____

Classroom Environment

Instruction/Delivery of
Service

☐ I agree with the evaluation.

☐ I disagree with the evaluation for the following reasons:

Evaluatee Comments:

Evaluator Comments:

1- Ineffective 2- Developing 3- Accomplished 4- Exemplary

Evaluatee Signature

Date

Evaluator Signature

Date

**Marion County Public Schools OPGES & Other District Professionals SUMMATIVE EVALUATION FORM 15-16-
Form G**

Employee Name _____

Observer _____

Conference Date _____

| Planning and Preparation | Environment | Delivery of Service | Professional Responsibilities | Overall Rating |
|---|---|---|---|---|
| DOMAIN 1 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | DOMAIN 2 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | DOMAIN 3 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | DOMAIN 4 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | Professional Practice Rating <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE |

☐ I agree with the above evaluation.

☐ I disagree with the above evaluation for the following reasons:

1- Ineffective 2- Developing 3- Accomplished 4- Exemplary

Evaluatee Comments:

Evaluator Comments:

| | |
|--|------------------------------------|
| If Domains 2 & 3 are rated "I" | Prof. Practice shall be "I" |
| If Domains 2 or 3 are rated "I" | Prof. Practice shall be "D" or "I" |
| If Domains 1 or 4 are rated "I" | Prof. practice shall NOT be "E" |
| If 2 Domains are rated "D" and 2 are rated "A" | Prof. Practice shall be "A" |
| If 2 domains are rated "D" and 2 are rated "E" | Prof. Practice shall be "A" |
| If 2 domains are rated "A" and 2 Domains are rated "E" | Prof. Practice shall be "E" |

Evaluatee Signature

Date

Evaluator Signature

Date

Meets Standards for Re-Employment _____

Does Not Meet Standards for Re-Employment _____

**Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan*

MARION COUNTY PUBLIC SCHOOLS (TPGES) SUMMATIVE EVALUATION-Form G

Employee Name _____

Observer _____

Conference Date _____

| Planning and Preparation | The Classroom Environment | Instruction | Professional Responsibilities | Student Growth Rating |
|---|---|---|---|--|
| DOMAIN 1 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | DOMAIN 2 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | DOMAIN 3 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | DOMAIN 4 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE | <input type="checkbox"/> High <input type="checkbox"/> Expected <input type="checkbox"/> Low |

TEACHER OVERALL PERFORMANCE CATEGORY

| PROFESSIONAL PRACTICE RATING (DOMAINS 1-4) | STUDENT GROWTH RATING | OVERALL PERFORMANCE RATING |
|---|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> EXEMPLARY | <input type="checkbox"/> High | <input type="checkbox"/> Exemplary |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Exemplary |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Developing |
| <input type="checkbox"/> ACCOMPLISHED | <input type="checkbox"/> High | <input type="checkbox"/> Exemplary |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Accomplished |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Developing |
| <input type="checkbox"/> DEVELOPING | <input type="checkbox"/> High | <input type="checkbox"/> Accomplished |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Developing |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Developing |
| <input type="checkbox"/> INEFFECTIVE | <input type="checkbox"/> High | <input type="checkbox"/> Developing |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Ineffective |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Ineffective |

☐ I agree with the above evaluation.

☐ I disagree with the above evaluation for the following reasons:

I- ineffective D- Developing A- Accomplished E- Exemplary

Evaluatee Comments:

Evaluator Comments:

Meets Standards for Re-Employment _____

Does Not Meet Standards for Re-Employment _____

Evaluatee Signature

Date

Evaluator Signature

Date

**Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan*

Marion County Formative EVALUATION Form for Central Office Supervisors

Form F

| <u>Performance Standards</u> | <u>Exemplary</u> | <u>Accomplished</u> | <u>Developing</u> | <u>Growth Needed</u> |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <i>Comments/evidence</i> | <i>Comments/evidence</i> | <i>Comments/evidence</i> | <i>Comments/evidence</i> |
| 1: Strategic Leadership | | | | |
| 2: Instructional Leadership | | | | |
| 3: Cultural Leadership | | | | |
| 4: Human Resource Leadership | | | | |
| 5: Managerial Leadership | | | | |
| 6: Collaborative Leadership | | | | |
| 7: Influential Leadership | | | | |

☐ I agree with the above evaluation. ☐ I disagree with the above evaluation for the following reasons:

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

Marion County Summative EVALUATION Form for Central Office Supervisors

Form G

| <u>Performance Standards</u> | <u>Exemplary</u> | <u>Accomplished</u> | <u>Developing</u> | <u>Growth Needed</u> |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <i>Comments/evidence</i> | <i>Comments/evidence</i> | <i>Comments/evidence</i> | <i>Comments/evidence</i> |
| 1: Strategic Leadership | | | | |
| 2: Instructional Leadership | | | | |
| 3: Cultural Leadership | | | | |
| 4: Human Resource Leadership | | | | |
| 5: Managerial Leadership | | | | |
| 6: Collaborative Leadership | | | | |
| 7: Influential Leadership | | | | |

☐ I agree with the above evaluation. ☐ I disagree with the above evaluation for the following reasons:

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

Meets Standards for Re-Employment _____

Does Not Meet Standards for Re-Employment _____

**Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan*

**MARION COUNTY SCHOOLS
CERTIFIED EVALUATION APPEALS FORM**

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

2. Give specific evidence/reasons to support your objections.

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

{This form shall be presented in person or by mail to the chairperson of the district Evaluation Appeals Panel. The time(within five (5) working days of receipt of the evaluation) is stipulated in the local district evaluation plan.}

Signature _____ Date _____

NOTE: COMPLETE 1 FORM FOR EACH STANDARD ADDRESSED

School Year

MARION COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN

Date:

Name:
Title:

Work Site:

| Standard No. | Growth Objective/ Goal(s) (described desired outcomes) | Procedures and Activities for Achieving Goals and Objectives (including support personnel) | Target Dates |
|--------------|--|--|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

(Attach more pages if necessary)

Evaluatee's Comments:

95

Individual Corrective Action Plan Developed:

| Status | Achieved | Revised | Continued |
|-----------------------|----------|-----------------------|-----------|
| | | | |
| Evaluatee's Signature | | Evaluatee's Signature | Date |
| | | | |
| Evaluator's Signature | | Evaluator's Signature | Date |
| | | | |

Progress Review Meetings

Date :

Comments:

1.
2.
3.
4.1.
2.
3.
4.

[illegible]

Principal Mid-Year Performance Review

Form F

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal [Click here to enter text.](#)

School Year(s): [Click here to enter text.](#)

School [Click here to enter text.](#)

Performance Standard 1: Instructional Leadership

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|--|--|--|
| The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence. | 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. | The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. | The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 2: School Climate

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|--|---|--|--|
| The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results. | The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. | The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 3: Human Resources Management

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|--|--|--|---|
| The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased | The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining | The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality | The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel. |

| | | | |
|--|--|--|--|
| student learning, teacher leaders). | quality instructional and support personnel. | instructional and support personnel. | |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 4: Organizational Management

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|--|---|---|---|
| The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. | The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources. | The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 5: Communication and Community Relations

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|---|---|---|
| The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. | The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. | The principal inconsistently communicates and/or infrequently collaborates with-stakeholders. | The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 6: Professionalism

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|---|---|--|
| The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s). | The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. | The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession. | The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Evaluator Signature _____ Date _____

Principal or Assistant Principal Signature _____

Principal Summative Performance Report

Form G

Directions: Evaluators use this form to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal [Click here to enter text.](#)

School Year(s): [Click here to enter text.](#)

School [Click here to enter text.](#)

Performance Standard 1: Instructional Leadership

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|--|--|--|
| The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence. | 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. | The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. | The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 2: School Climate

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|--|---|--|--|
| The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results. | The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. | The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 3: Human Resources Management

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|--|--|--|
| The principal consistently demonstrates expertise in | The principal fosters effective human resources | The principal inconsistently assists with | The principal inadequately assists with |

| | | | |
|---|---|--|--|
| human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders). | management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. | selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel. | selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 4: Organizational Management

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|--|---|---|---|
| The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. | The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources. | The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 5: Communication and Community Relations

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|---|---|---|
| The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication. | The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. | The principal inconsistently communicates and/or infrequently collaborates with-stakeholders. | The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders. |
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |

Performance Standard 6: Professionalism

| Exemplary In addition to meeting the requirements for Accomplished... | Accomplished is the expected level of performance. | Developing | Ineffective |
|---|---|---|--|
| The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s). | The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. | The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession. | The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession. |

| | | | |
|--|--|--|--|
| <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. | <input type="checkbox"/> Comments Click here to enter text. |
|--|--|--|--|

Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Overall Evaluation Summary

| PRINCIPAL/ASST. PRINCIPAL OVERALL PERFORMANCE CATEGORY | | |
|--|-----------------------------------|---------------------------------------|
| PROFESSIONAL PRACTICE RATING (DOMAINS 1-4) | STUDENT GROWTH RATING | OVERALL PERFORMANCE RATING |
| <input type="checkbox"/> EXEMPLARY | <input type="checkbox"/> High | <input type="checkbox"/> Exemplary |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Exemplary |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Developing |
| <input type="checkbox"/> ACCOMPLISHED | <input type="checkbox"/> High | <input type="checkbox"/> Exemplary |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Accomplished |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Developing |
| <input type="checkbox"/> DEVELOPING | <input type="checkbox"/> High | <input type="checkbox"/> Accomplished |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Developing |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Developing |
| <input type="checkbox"/> INEFFECTIVE | <input type="checkbox"/> High | <input type="checkbox"/> Ineffective |
| | <input type="checkbox"/> Expected | <input type="checkbox"/> Ineffective |
| | <input type="checkbox"/> Low | <input type="checkbox"/> Ineffective |

Evaluator's Name _____ Principal's Name _____

Evaluator's Signature _____ Principal's Signature _____

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____

Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____