

APPENDIX

Hardin County Schools Evaluation Plan Orientation Training

My signature on this document verifies my agreement that I have received orientation on the Hardin County Schools' evaluation process which included an explanation of the standards, criteria, and processes on which I am to be evaluated. Certified Evaluation Handbook can be viewed at www.hardin.k12.ky.us

School: _____ Date: _____

Print Name	Signature and Date

Principals: Please print as many copies as you need in order to have each certified staff member sign. Each page must include the statement at the top of this page. Signed copies should be submitted to the Director of Evaluation/Benefits.

TEACHER REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
1B - Demonstrating Knowledge of Students	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
1C - Selecting Instructional Outcomes	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
1D - Demonstrating Knowledge of Resources	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
1E - Designing Coherent Instruction	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
1F - Designing Student Assessment	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
2A - Creating an Environment of Respect and Rapport	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
2B - Establishing a Culture for Learning	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
2C - Managing Classroom Procedures	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
2D - Managing Student Behavior	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
2E - Organizing Physical Space	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
3A - Communicating with Students	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
3B - Using Questioning and Discussion Techniques	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
3C - Engaging Students in Learning	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
3D - Using Assessment in Instruction	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
3E - Demonstrating Flexibility and Responsiveness	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4A - Reflecting on Teaching	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4B - Maintaining Accurate Records	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4C - Communicating with Families	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4D - Participating in a Professional Community	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4E - Growing and Developing Professionally	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4F - Demonstrating Professionalism	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Connections: Select the area(s) below that helped you determine your area for professional growth.		
<input type="checkbox"/> Self-reflection (see above)	<input type="checkbox"/> Observations	<input type="checkbox"/> CDIP/CSIP
<input type="checkbox"/> Student Growth Goal	<input type="checkbox"/> Student Voice	<input type="checkbox"/> Personal Choice
<input type="checkbox"/> Other: (please specify)		

What do I want to change about my instruction that will effectively impact student learning?	
What professional learning is necessary to make that change?	
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?	

Action Plan		
Professional Learning	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"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: Mid-Year Reflection – Progress Toward Professional Growth Goal

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

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

Date:	End of Year Reflection:

Next Steps:

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Status of Professional Growth Goal:		
<input type="checkbox"/> Complete	<input type="checkbox"/> Continue	<input type="checkbox"/> Not Started

Teacher Signature:	Date:
Administrator Signature:	Date:

TPGES PRE-OBSERVATION DOCUMENT

Teacher	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
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?	

TPGES Observation Tool

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

Teacher: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Component:	Rating:				Evidence:
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	

X

Teacher

X

Observer

TPGES POST-OBSERVATION DOCUMENT

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

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

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

Use your scripted evidence to rate yourself in the components below prior to attending your post-observation conference. At the conference, the evaluator will assign your score for each component in EDS or using the Hardin County Schools observation rating form.

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

TPGES POST-OBSERVATION DOCUMENT for PEER OBSERVATION

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

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

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

Kentucky Framework for Specialists Self-Assessment

School Guidance Counselor/District Social Worker

Name: _____ Date: _____

Part A: Initial Reflection – Establishing Priority Growth Needs

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 text makes an 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	I	D	A	E	

timely fashion					
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	

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Connections: Select the area(s) below that helped you determine your area for professional growth.		
<input type="checkbox"/> Self-reflection (see above)	<input type="checkbox"/> Observations	<input type="checkbox"/> CDIP/CSIP
<input type="checkbox"/> Student Growth Goal	<input type="checkbox"/> Student Voice	<input type="checkbox"/> Personal Choice
<input type="checkbox"/> Other: (please specify)		

What do I want to change about my instruction that will effectively impact student learning?	
What professional learning is necessary to make that change?	
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?	

Action Plan		
Professional Learning	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"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: Mid-Year Reflection – Progress Toward Professional Growth Goal

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

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

Date:	End of Year Reflection:

Next Steps:

Status of Professional Growth Goal:		
<input type="radio"/> Complete	<input type="radio"/> Continue	<input type="radio"/> Not Started

Teacher Signature:	Date:
Administrator Signature:	Date:

Kentucky Framework for Specialists Self-Assessment

Library Media Specialist

Name: _____ Date: _____

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 Goals	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 Experiences	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 - 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	

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Connections: Select the area(s) below that helped you determine your area for professional growth.		
<input type="checkbox"/> Self-reflection (see above)	<input type="checkbox"/> Observations	<input type="checkbox"/> CDIP/CSIP
<input type="checkbox"/> Student Growth Goal	<input type="checkbox"/> Student Voice	<input type="checkbox"/> Personal Choice
<input type="checkbox"/> Other: (please specify)		

What do I want to change about my instruction that will effectively impact student learning?	
What professional learning is necessary to make that change?	
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?	

Action Plan		
Professional Learning	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"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: Mid-Year Reflection – Progress Toward Professional Growth Goal

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

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

Date:	End of Year Reflection:

Next Steps:

Status of Professional Growth Goal:		
<input type="radio"/> Complete	<input type="radio"/> Continue	<input type="radio"/> Not Started

Teacher Signature:	Date:
Administrator Signature:	Date:

Kentucky Framework for Specialists Self-Assessment

Therapeutic Specialist – Speech Pathologist

Name: _____ Date: _____

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 both within and beyond the school and district	I	D	A	E	
1E - <i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i>	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 student s 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	

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Connections: Select the area(s) below that helped you determine your area for professional growth.		
<input type="checkbox"/> Self-reflection (see above)	<input type="checkbox"/> Observations	<input type="checkbox"/> CDIP/CSIP
<input type="checkbox"/> Student Growth Goal	<input type="checkbox"/> Student Voice	<input type="checkbox"/> Personal Choice
<input type="checkbox"/> Other: (please specify)		

What do I want to change about my instruction that will effectively impact student learning?	
What professional learning is necessary to make that change?	
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?	

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

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: Mid-Year Reflection – Progress Toward Professional Growth Goal

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

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

Date:	End of Year Reflection:

Next Steps:

Status of Professional Growth Goal:		
<input type="radio"/> Complete	<input type="radio"/> Continue	<input type="radio"/> Not Started

Teacher Signature:	Date:
Administrator Signature:	Date:

Kentucky Framework for Specialists Self-Assessment

School/District Psychologist

Name: _____ Date: _____

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 the resources both within and beyond the school and district	I	D	A	E	
1E - Planning 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 team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness					

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	

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Connections: Select the area(s) below that helped you determine your area for professional growth.		
<input type="checkbox"/> Self-reflection (see above)	<input type="checkbox"/> Observations	<input type="checkbox"/> CDIP/CSIP
<input type="checkbox"/> Student Growth Goal	<input type="checkbox"/> Student Voice	<input type="checkbox"/> Personal Choice
<input type="checkbox"/> Other: (please specify)		

What do I want to change about my instruction that will effectively impact student learning?	
What professional learning is necessary to make that change?	
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?	

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

Teacher Signature:	Date:
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Administrator Signature:	Date:
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Part C: Mid-Year Reflection – Progress Toward Professional Growth Goal

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

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

Date:	End of Year Reflection:

Next Steps:

Status of Professional Growth Goal:		
<input type="radio"/> Complete	<input type="radio"/> Continue	<input type="radio"/> Not Started

Teacher Signature:	Date:
Administrator Signature:	Date:

Kentucky Framework for Specialists Self-Assessment

Instructional Specialist/Coach

Name: _____ Date: _____

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	

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Connections: Select the area(s) below that helped you determine your area for professional growth.		
<input type="checkbox"/> Self-reflection (see above)	<input type="checkbox"/> Observations	<input type="checkbox"/> CDIP/CSIP
<input type="checkbox"/> Student Growth Goal	<input type="checkbox"/> Student Voice	<input type="checkbox"/> Personal Choice
<input type="checkbox"/> Other: (please specify)		

What do I want to change about my instruction that will effectively impact student learning?	
What professional learning is necessary to make that change?	
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?	

Action Plan

Professional Learning	Resources/Support	Targeted Completion Date

Demonstrable:
Identify the documentation intended to demonstrate your professional growth.

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

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: Mid-Year Reflection – Progress Toward Professional Growth Goal

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

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

Date:	End of Year Reflection:

Next Steps:

Status of Professional Growth Goal:
<input type="radio"/> Complete <input type="radio"/> Continue <input type="radio"/> Not Started

Teacher Signature:	Date:
Administrator Signature:	Date:

OPGES PRE-OBSERVATION and/or SITE VISIT DOCUMENT

Teacher	
Employee ID#	
School	
Professional Role	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
Please indicate OBSERVATION or SITE VISIT . If SITE VISIT is chosen, discuss questions that will be asked in advance.	
Which domain(s) will be the focus of your observation and/or site visit? If SITE VISIT is chosen, be sure to include questions that align to the domains you choose for the focus of the visit.	
How does the activity being observed or discussed fit into your role as an educational professional?	
Briefly describe the students you serve and how your work impacts student learning.	
OBSERVATION ONLY: 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?	
OBSERVATION ONLY: What are your learning targets for this lesson? How will you know whether or not students have achieved the learning targets?	
SITE VISIT ONLY: Are there any documents or artifacts that we will be reviewing during the site visit? Please briefly list and/or describe the artifacts and tell how the documents relate to the components of your Framework.	
Is there anything that you would like me to specifically observe or focus on during the observation/site visit?	

Guidance Counselor/Social Worker Observation Tool

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Employee Name: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Component:	Rating:				Evidence:
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 text makes an 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	

Guidance Counselor/Social Worker Observation Tool

X

Teacher

X

Observer

Library Media Specialist Observation Tool

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Component:	Rating:				Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	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 Experiences	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 - 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	

Library Media Specialist Observation Tool

4G- Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional ethics	I	D	A	E	

X

Teacher

X

Observer

Therapeutic Specialist Observation Tool

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Component:	Rating:				Evidence:
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 both within and beyond the school and district	I	D	A	E	
1E - Planning 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 student s 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	

Therapeutic Specialist Observation Tool

X

Teacher

X

Observer

Psychologist Observation Tool

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Psychologist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Component:	Rating:				Evidence:
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 the resources both within and beyond the school and district	I	D	A	E	
1E - Planning 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 team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness					
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	

Psychologist Observation Tool

4F - Showing professionalism	I	D	A	E	
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X

Teacher

X

Observer

Instructional Specialist Observation Tool

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

Instructional Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Component:	Rating:				Evidence:
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 - <i>Sharing expertise with staff</i>	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	

Instructional Specialist Observation Tool

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	

X

Teacher

X

Observer

OPGES POST-OBSERVATION DOCUMENT

Employee Name	
Employee ID#	
School	
Professional Role	
Observer	
Date of Conference	

For use with OPGES observations only. There is not a post-site visit document. For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

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

HARDIN COUNTY SCHOOLS STUDENT GROWTH GOAL and PLAN

EMPLOYEE NAME	
SCHOOL	

CONTEXT OF CLASS:

SUBJECT/COURSE		# in KSI/RTI	
GRADE		# with IEPs	
PERIOD		# with GSPPs	
# of STUDENTS		# ELLs	

IDENTIFY the ENDURING SKILL:

Enduring Skill	Reference to Standards (Where did you find your enduring skill?)

WRITE THE GOAL STATEMENT:

Time (Interval of Instruction)	
Growth (100% of students) Statement	
Proficiency (% of students who will be proficient in the enduring skill)	
Write the entire GOAL STATEMENT	

RATIONALE:

Why did you choose this goal? What data supports your choice? (Attach data when submitting your goal)	
What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do you know?	
Why did you select your proficiency percentage?	
How will you determine growth? What measures will you use? (pre-test/post-test, rubric, etc.)	

PLAN:

What support or professional learning do you need to be successful with your goal? Will you address your needs in the Professional Growth Plan?	
---	--

SCORE: (Circle score at the completion of Student Growth Goal)

Low	Expected	High
------------	-----------------	-------------

Student Growth Goal Rigor Planning Worksheet

Employee Name: _____ Date: _____

Student Growth Goal:

Growth Goal Checklist Directions: Answer each question below with Yes/No and provide rationale as needed before submitting your growth goal to the principal in CIITS. The principal will then complete the same checklist about your goal before accepting the goal. Feedback will be provided by the principal if your goal is missing one or more components.

Question	Yes/No	Rationale
Is the goal Specific? (Draw a box around the specific content/skill addressed in your goal).		
Is the goal Measurable? (Underline how you will measure student progress in the goal above.)		
Is the goal Appropriate? (Place a star next to the component that makes your goal appropriate for all students in your class.)		
Is the goal Realistic? Is your goal doable, but rigorous enough to stretch the outer bounds of attainable? (Place a checkmark beside what makes the goal realistic.)		
Is the goal Time-Bound? (Circle the time in the goal above)		
Does the goal have both a growth component and a proficiency component? Did you include a goal for ALL students and also a goal with a percentage of students who will meet proficiency?		

TPGES/OPGES Hardin County Schools Summary of Evidence

Employee Name: Click here to enter text.

School: Click here to enter text.

Date: Click here to enter a date.

Overall Score: Choose an item.

Overall Professional Practice:Choose an item.

Planning and Preparation:Choose an item.

The Classroom Environment:Choose an item.

Instruction:Choose an item.

Professional Responsibilities:Choose an item.

Professional Practice Comments from Evaluator:Click here to enter text.

Overall Student Growth:Choose an item.

Local Student Growth:Choose an item.

State Contribution Student Growth:Choose an item.

Student Growth Goal Comments from Evaluator:Click here to enter text.

Overall Comments from Evaluator:Click here to enter text.

☐ I agree with this evaluation.

☐ I do not agree with this evaluation.

Evaluatee Signature: _____

Evaluator Signature: _____

****Use only when department-approved technology platform is unavailable. Enter data when technology is available.**

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

Principal	
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.

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>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> 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>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> 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>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> 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>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> 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>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> 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.

Principal Professional Growth and Effectiveness System
Hardin County Schools

Part B-1: State Student Growth

State Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>		
Process or Rubric for Determining High, Expected or Low Growth.		
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>		
Process or Rubric for Determining High, Expected or Low Growth		
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 What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	Strategies/Actions What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/action?

Part D: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: Answer all THREE questions to develop your goal.

What do I want to change about my practices that will effectively impact student learning?	
How can I develop a plan of action to address my professional learning?	
How will I know if I accomplished my objective?	

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

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

Principal Professional Growth and Effectiveness System
Hardin County Schools

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.)	<input type="checkbox"/> Data attached
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:

Reflective Practice, Student Growth, and Professional Growth Planning Template

District Leader	
Department	

Part A: Reflection on the Standards

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.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>The district leader 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/district improvement.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
2. School Climate <i>The district leader fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school/district climate for all stakeholders.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
3. Human Resource Management <i>The district leader fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
4. Organizational Management <i>The district leader fosters the success of all students by supporting, managing, and overseeing the district's/department's organization, operation, and use of resources.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
5. Communication and Community Relationship <i>The district leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> E	
6. Professionalism <i>The district leader fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> A	<input type="checkbox"/> 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: Local Student Growth (Optional for 2015-16 school year)

Local Student Growth Goal Statement		
Process or Rubric for Determining High, Expected or Low Growth		
Student Growth Plan <i>This plan will outline what the associate superintendent/director will do to impact the student growth goal. This plan should be different than the strategies/activities listed in the CDIP.</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: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: Answer all THREE questions to develop your goal.

What do I want to change about my practices that will effectively impact student learning?	
How can I develop a plan of action to address my professional learning?	
How will I know if I accomplished my objective?	

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

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

District Leadership Professional Growth and Effectiveness System
Hardin County Schools

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

Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ <div style="text-align: right; font-size: small;">Evaluatee/Evaluator</div>

Date	Status of Growth Goal(s) – SGG,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.)	<input type="checkbox"/> Data attached
Date:	End of Year Professional Growth Reflection:

Next Steps:

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

Employee: _____ School/Dept: _____

Date of Visit: _____

Standard	Comments
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>	
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>	
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>	
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>	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	

Overall Comments from Site Visit:**Next Steps:**_____
Superintendent/Supervisor Signature_____
Date_____
Principal/District Leader Signature_____
Date

Hardin County Schools Summary of Evidence

Other District Certified Employees

Employee Name: Click here to enter text.

Department: Click here to enter text.

Role: Choose an item.

Date: Click here to enter a date.

Overall Score: Choose an item.

Non-Administrator Domains

Planning and Preparation: Choose an item.

The Classroom Environment: Choose an item.

Instruction: Choose an item.

Professional Responsibilities: Choose an item.

Administrator Standards

Instructional Leadership: Choose an item.

School Climate: Choose an item.

Human Resource Management: Choose an item.

Organizational Management: Choose an item.

Communications and Community Relationship: Choose an item.

Professionalism: Choose an item.

Overall Comments from Evaluator: Click here to enter text.

☐ I agree with this evaluation.

☐ I do not agree with this evaluation.

Evaluatee Signature: _____

Evaluator Signature: _____

2

Hardin County Schools Individual Corrective Action/Improvement Plan

Name:	Title:	Work Site:	Date:
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Professional Standard or Domain	Growth Objective/Goal(s) (Describe the desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Include support personnel)	Target Dates

Attach more pages if necessary

Evaluatee's Comments:

Individual Corrective Action Plan Developed:	Status : <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued
Evaluatee's Signature	Evaluatee's Signature Date
Evaluator's Signature	Evaluator's Signature Date
Progress Review Meetings	
Date:	Comments
1.	1.
2.	2.
3.	3.

HARDIN COUNTY SCHOOLS

CERTIFIED EVALUATION APPEALS REQUEST 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: _____