### **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 <a href="https://www.hardin.k12.ky.us">www.hardin.k12.ky.us</a>

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 & F	PRO	ESS	NOI	IAL	GROWTH PLANNING TEMPLATE				
Teacher									
School									
Grade Level/Subject(s)									
Part A: Initial Reflection – Establishing Priority Growth Needs									
Component:	Sel	f-Ass	essme	ent:	Rationale:				
1A - Demonstrating Knowledge of Content and Pedagogy			П А	E					
1B - Demonstrating Knowledge of Students		D	П А	E					
1C - Selecting Instructional Outcomes		□	□ A	E					
1D - Demonstrating Knowledge of Resources			□ A	E					
1E - Designing Coherent Instruction		D	A	 E					
1F - Designing Student Assessment		□ D	A	E					
2A - Creating an Environment of Respect and Rapport		□ D	П А	E					
2B - Establishing a Culture for Learning		D	П А	E					
2C - Managing Classroom Procedures		D	П А	E					
2D - Managing Student Behavior		D D	П А	E					
2E - Organizing Physical Space		□ D	П А	E					
3A - Communicating with Students		□ D	П А	□ E					
3B - Using Questioning and Discussion Techniques		D	П А	E					
3C - Engaging Students in Learning	П 		□ A	□ E					
3D - Using Assessment in Instruction		D	A	E					
3E - Demonstrating Flexibility and Responsiveness			A	E					
4A - Reflecting on Teaching		D	A	E					

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4B - Maintaining Accurate Records

4C - Communicating with Families

4F - Demonstrating Professionalism

4D - Participating in a Professional Community

4E - Growing and Developing Professionally

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Observations Student Voice  y instruction that hing?  y to make that  yards my hed my goal?  Action Plan Resources/Support	☐ CDIP/CSIP ☐ Personal Choice  Targeted Completion Date
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	Targeted Completion Date
Resources/Support	Targeted Completion Date
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Demonstrable: nentation intended to demonstrate y	our professional growth.
☐Self-Assessment	☐ Ongoing Self-Reflection
☐ Teaming with Colleague	☐ Observation Data
	Date:
	Date:
Progress Toward Profession	al Growth Goal
of Professional Growth Goal:	Revisions/Modifications:
n- Level of Attainment for Pro	ofessional Growth Goal
End of Year Reflec	tion:
	Progress Toward Profession of Professional Growth Goal:

□Continue	□ Not Started
	Date:
	Date:

### TPGES PRE-OBSERVATION DOCUMENT

	The second secon
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:		Rat	ing:		Evidence:
1A - Demonstrating knowledge of content and	1	D	Α	Ε	
pedagogy					
1B - Demonstrating knowledge of students	1	D	Α	E	
1C – Selecting instructional outcomes	1	D	Α	E	
1D - Demonstrating knowledge of resources		D_	Α	E	
1E - Designing coherent instruction	1	Ð	Α	E	
1F – Designing student assessment	1	D	Α	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for learning	I	D	Α	Ε	
2C - Managing classroom procedures	1 2	D	Α	E	
2D - Managing student behavior	T	D	Α	Е	
2E - Organizing physical space	I	D	Α	Е	
3A – Communicating with students	1	D	Α	Е	
3B - Using questioning and discussion techniques	1	D	Α	Ε	
3C - Engaging students in learning		D	Α	Е	
3D - Using assessment in instruction	1	D	А	Е	
3E - Demonstrating flexibility and responsiveness	1	D	А	Е	
4A - Reflecting on teaching	I	D	А	Е	
4B - Maintaining accurate records	ı	D	Α	Е	
4C - Communicating with families	l	D	А	E	
4D - Participating in a professional community	1	D	A	E	
4E - Growing and developing professionally	ı	D	А	Е	
4F - Demonstrating professionalism	1	D	А	Е	

X	X
Teacher	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	1	D	Α	E	A: Communicating with Students	I	D	Α	E
B: Establishing a Culture for Learning	ı	D	Α	E	B: Using Questioning and Discussion Techniques	ı	D	Α	Е
C: Managing Classroom Procedures	1	D	Α	E	C: Engaging Students in Learning	1	D	Α	Е
D: Managing Student Behavior	ı	D	Α	E	D: Using Assessment in Instruction	l	D	Α	Е
E: Organizing Physical Space	ı	D	А	E	E: Demonstrating Flexibility	ı	D	Α	E

Hardin County Schools PGES

### 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, re focus your reflections:	flect on the lesson that v	was observed using the follow	ring guiding questions to
In general, how successful was the less achieve the learning targets? How do will you do for those students who did	you know, and what		
In addition to the student work witness what other student work samples, evidents assisted you in making your determination.	dence or artifacts		
To what extent did classroom procedu and physical space contribute to or him			
Did you depart from your plan? If so, h	now and why?		
If you had an opportunity to teach this same group of students, what would y why?			
What do you see as the next step(s) in growth for addressing the needs you h			

personal reflection?

# **Kentucky Framework for Specialists Self-Assessment School Guidance Counselor/District Social Worker**

VIamo.	Date:
Name:	Date.

Part A: Initial Reflection – Establishing					
Component:	Sel	f-Asse	essme	nt:	Rationale:
1A - Demonstrating knowledge of counseling theory and techniques	l	D	А	E	
1B - Demonstrating knowledge of child and adolescent development	ı	D	Α	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	ı	D	А	Е	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	ı	D	А	E	
1E - Plan in the counseling program integrated with the regular school program	Ī	D	Α	E	
1F - Developing a plan to evaluate the counseling program	Ī	D	А	E	
2A - creating an environment of respect and rapport	I	D	Α	Е	
2B - Establishing a culture for productive communication	ı	D	Α	Е	
2C - Managing routines and procedures	1	D	Α	Е	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	Α	Е	
2E - Organizing physical space	1	D	А	E	
3A - Assessing student needs	ı	D	А	Ε	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	ı	D	Α	Е	
3C - Using counseling text makes an individual and classroom programs	ı	D	A	E	
3D - Brokering resources to meet needs	1	D	А	E	
3E - Demonstrating flexibility and responsiveness	1	D	Α	Ε	
4A - Reflecting on practice	1	D	Α	E	
4B - Maintaining records and submitting them in a	ı	D	Α	Е	

							<u> </u>		
4C - Communicating with families			D	Α	Е				
4D - Participating in a professional comm	I	D	Α	E					
4E - Engaging in professional developmen	t	ı	D	Α	E				
4F - Showing professionalism		I	D	Α	E				
Part B: Connecting Priority Gr							owth Planning our area for professional growth.		
□ Self-reflection (see above)	□ Observ						□ CDIP/CSIP		
□ Student Growth Goal	Studen						□ Personal Choice		
		it voic					- Personal Choice		
□ Other: (please specify)					: - <u>-</u> -				
What do I want to change about m	v instruction	n that							
will effectively impact student lear		i cita							
What professional learning is necessa change?	ry to make th	nat							
How will I monitor my progress towards my goal? How will I know if I accomplished my goal?									
	history		ction	100000000000000000000000000000000000000					
Professional Learning		Resou	urces/	/Supp	ort		Targeted Completion Date	е	
						_			
Identify the docu	mentation in			trable <i>demoi</i>		e you	r professional growth.		
□ Artifacts	□ Self-As	sessn	nent			White profession	☐ Ongoing Self-Reflection		
☐ Certificate of Completion	□ Teamir	ng wit	h Coll	eague	)		□ Observation Data		
□ Other: (please specify)									
Teacher Signature:							Date:		
Administrator Signature:			:				Date:		
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timely fashion

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

Date:	Status of Professional Growth Goal:	Revisions/Modifications:					
Part D: Summati	ive Reflection- Level of Attainment for Profess	sional Growth Goal					
Date:	End of Year Reflection:						
Date:	Lind of Teal Keriection.						
<u></u>		A STATE OF THE STA					
Next Steps:							
Status of Professiona							
o Complete	o Continue	o Not Started					
Teacher Signature:		Date:					
Administrator Signature:		Date:					

## **Library Media Specialist**

Name:	Date:	
	Ducc.	

Component:	Sel	f-Asse	essme	nt:	Rationale:
1A - Demonstrating Knowledge of Content Curriculum	ı	D	Α	E	
and Process					
1B - Demonstrating Knowledge of Students	I	D	Α	E	
1C- Supporting Instructional Goals	ı	D	Α	E	·
1D - Demonstrating Knowledge and Use of Resources	ı	D	Α	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	А	Е	
1F - Collaborating in the Design of Instructional Experiences	T	D	А	E	
2A- Creating an environment of respect and rapport	ı	D	Α	E	
2B - Establishing a Culture for Learning	ı	D	Α	E	
2C - Managing Library Procedures	1	D	Α	Е	
2D - Managing student behavior	ı	D	А	E	
2E - Organizing physical space	ı	D	Α	Ε	
3A - Communicating Clearly and Accurately	I	D	А	Е	
3B - Using Questioning and Research Techniques	I	D	А	E	
3C - Engaging Students in Learning	ı	D	А	Е	
3D - Assessment in Instruction (whole class, one-on-one and small group	I	D	Α	Е	
3E - Demonstrating Flexibility and Responsiveness	I	D	А	Е	
4A - Reflecting on Practice	T	D	Α	Е	
4B - Maintaining Accurate Records	ı	D	Α	Е	
4C - Communicating with School Staff and Community	1	D	А	E	
4D - Participating in a Professional Community	I	D	А	E	
4E - Growing and Developing Professionally	I	D	А	E	
4F Collection Development and Maintenance	I	D	А	Е	
4G- Managing the Library Budget	ı	D	А	E	

4H- Managing Personn	el		ı	D	Α	E			
41- Professional ethics				D	Α	E			
Part B: Connecti	ng Priority Gro	wth Need	s to		fess		l Growth Planning		
Connection	s: Select the area(	s) below tha	t hel	ped y	ou de	term	ine your area for professional growth.		
□ Self-reflection (see	e above)	□ Observations     □ CDIP/CSIP       □ Student Voice     □ Personal Choice							
<ul> <li>Student Growth G</li> </ul>	□ Personal Choice								
Other: (please spe	cify)								
What do I want to			that	11119					
will effectively imp	act student learni	ng?							
			6.5131						
What professional le	arning is necessary	to make tha	t						
change?									
How will I monitor	my progress town	arde my							
goal? How will I kn			ว						
goair now will i kill	ow if I accomplish	ieu iiiy goai		297					
				ction		1274			
Professiona	l Learning	R	esou	irces/	Supp	ort	Targeted Completion Date		
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	Identify the docum	entation int					e your professional growth.		
□ Artifacts	Identify the docum	□ Self-Ass	e <b>nde</b> essm	d to d ent	lemo	strat	☐ Ongoing Self-Reflection		
<ul><li>☐ Artifacts</li><li>☐ Certificate of Com</li></ul>	pletion		e <b>nde</b> essm	d to d ent	lemo	strat			
□ Artifacts	pletion	□ Self-Ass	e <b>nde</b> essm	d to d ent	lemo	strat	☐ Ongoing Self-Reflection		
☐ Artifacts ☐ Certificate of Com ☐ Other: (please spe	pletion	□ Self-Ass	e <b>nde</b> essm	d to d ent	lemo	strat	☐ Ongoing Self-Reflection		
<ul><li>☐ Artifacts</li><li>☐ Certificate of Com</li></ul>	pletion	□ Self-Ass	e <b>nde</b> essm	d to d ent	lemo	strat	☐ Ongoing Self-Reflection☐ Observation Data☐		
☐ Artifacts ☐ Certificate of Com ☐ Other: (please spe	pletion	□ Self-Ass	e <b>nde</b> essm	d to d ent	lemo	strat	☐ Ongoing Self-Reflection☐ Observation Data☐		
☐ Artifacts ☐ Certificate of Com ☐ Other: (please spe	pletion	□ Self-Ass	e <b>nde</b> essm	d to d ent	lemo	strat	□ Ongoing Self-Reflection □ Observation Data  □ Date:		
□ Artifacts □ Certificate of Com □ Other: (please special please	npletion ecify)	□ Self-Ass □ Teaming	ende essm g wit	d to dent h Coll	eague	e	□ Ongoing Self-Reflection □ Observation Data  □ Date:		
□ Artifacts □ Certificate of Com □ Other: (please special processes of the complex of the compl	npletion ecify) ar Reflection —	□ Self-Ass □ Teaming  Progress	ende essm g wit	d to dient h Coll	eague Prof	essic	Date:  Da		
☐ Artifacts ☐ Certificate of Com ☐ Other: (please special please	npletion ecify) ar Reflection —	□ Self-Ass □ Teaming	ende essm g wit	d to dient h Coll	eague Prof	essic	□ Ongoing Self-Reflection □ Observation Data  □ Date: □ Date:		
□ Artifacts □ Certificate of Com □ Other: (please special processes of the complex of the compl	npletion ecify) ar Reflection —	□ Self-Ass □ Teaming  Progress	ende essm g wit	d to dient h Coll	eague Prof	essic	Date:  Da		
□ Artifacts □ Certificate of Com □ Other: (please special processes of the complex of the compl	npletion ecify) ar Reflection —	□ Self-Ass □ Teaming  Progress	ende essm g wit	d to dient h Coll	eague Prof	essic	Date:  Da		

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

Date:	Date: End of Year Reflection:									
Next Steps:										
Status of Professional Growth	Goal:									
o Complete	o Continue	o Not Started								
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Teacher Signature:		Date:								
Administrator Signature:		Date:								

### **Therapeutic Specialist – Speech Pathologist**

Name:	Date:	
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Component:	Sel	f-Asse	essme	nt:	Rationale:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	ı	D	А	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	ı	D	A	Е	
1C- Demonstrating knowledge of District state and federal regulations and guidelines	ı	D	А	E	
1D -Demonstrating knowledge of resources both within and beyond the school and district	I	D	А	E	
<b>1E-</b> Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	Α	E	
1F - Developing a plan to evaluate the therapy program	ı	D	A	E	
2A – Establishing rapport with students	T	D	Α	Е	
2B - Organizing time effectively	1	D	Α	E	
2C - Establishing and maintaining clear procedures for referrals	1	D	Α	Е	
2D - Establishing standards of conduct in the treatment center	ı	D	Α	Е	
2E - Organizing physical space for testing of students and providing therapy	1	D	A	Е	
3A - Responding to referrals and evaluating student needs	ı	D	A	E	
3B - Developing and implementing treatment plans to maximize student s success	ı	D	A	E	
3C - Communicating with families	ı	D	А	E	
3D - Collecting information; writing reports	I	D	А	Е	
3E - Demonstrating flexibility and responsiveness	1	D	А	Е	

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4A - Reflecting on practice	· · · · · ·	1	D	Α	Е		
4B - Collaborating with teachers and	I	D	Α	Е			
administrators							
4C - Maintaining an effective data ma	nagement		D	Α	E		
system							
		<u> </u>					
4D - Participating in a professional comm	unity	'	D	Α	E		
4E - Engaging in professional developme		1	D	A	E		
4E - Eligaging in professional developme	111	'	"	^	-		
4F - Showing professionalism includi	ng integrity	<del>                                     </del>	D	A	E		
advocacy and maintaining confidenti		'			-		
davocacy and manitaning comments	ancy			1			
Doub B. Connecting Drievity C	routh Nos	de +	Dro	focc	iona	I Growth Planning	
Part B: Connecting Priority G	rowth nee	:นร เเ	JPIC	11622	IVIIa	ii Growth Flammig	
	-(-) b-()		و اموموا	ماد محدد	A commo	ing your area for professional grouth	
				ou a	eterm	ine your area for professional growth.	
☐ Self-reflection (see above)	□ Observ					□ CDIP/CSIP	
☐ Student Growth Goal	□ Studer	it Voic	:e			□ Personal Choice	
☐ Other: (please specify)				· - ·-	<del></del>		
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What do I want to change about r		n una	L				
will effectively impact student lea	rning?						
What professional learning is necess	arv to make th	nat					
change?			Total S				
How will I monitor my progress to	wards my						
goal? How will I know if I accompl	ished my go	al?	101				
			2000				
DIFFERENCE DESCRIPTION			ction	2.00	9.3		
Professional Learning		Reso	urces	/Supp	ort	Targeted Completion Date	
		De	mons	trable	2:		
Identify the doc	umentation in	itende	ed to	demo	nstrat	te your professional growth.	
□ Artifacts		ssessment					
☐ Certificate of Completion	□ Teami			league		☐ Observation Data	
Other: (please specify)		<u> </u>		3-1			
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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: Summ	ative Reflection- Level of Attainment for Profess	ional Growth Goal						
Date:	End of Year Reflection:							
Next Steps:								
Next Steps.								
Status of Profession		o Not Started						
o Completo	e o Continue	o Not Started						
Teacher Signature:		Date:						
Administrator Signature:		Date:						

## **School/District Psychologist**

Name:	Date:
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Component:	Sel	f-Asse	essme	nt:	Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	ı	D	Α	Е	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	А	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	ı	D	А	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	ı	D	А	Ε	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	ı	D	А	E	
1F - Developing a plan to evaluate the psychology program	1	D	А	Е	
2A- Establishing rapport with students		D	Α	Е	
2B - Establishing a culture for positive mental health throughout the school	ı	D	А	E	
2C - Establishing and maintaining clear procedures for referrals		D	Α	E	
2D - Establishing standards of conduct in the testing center	I	D	Α	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	Ε	
3A - Responding to referrals consulting with teachers and administrators	Ī	D	Α	Е	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	1	D	A	Е	
3C - Chairing evaluation team	I	D	А	Е	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	Е	
3E - Maintaining contact with physicians and community mental health service providers	ı	D	A	E	
3F- Demonstrating flexibility and responsiveness					

AA Defication on monting										
4A - Reflecting on practice		l	D	Α	Е					
4B - Communicating with families		ı	D	Α	E					
4C - Maintaining accurate records		1	D	Α	Е					
4C - Maintaining accurate records		'	0	^						
4D - Participating in a professional com	munity	I	D	Α	Е					
4E - Engaging in professional developme	ent	1	D	A	E					
					_					
4F - Showing professionalism		1	D	Α	E			1		
Part B: Connecting Priority C	Growth Need	ds to	) Pro	fess	iona	l Grow	th Plan	ning		
Connections: Select the ar	rea(s) below tha	at hel	lped y	ou de	term	ine you	area for	professio	nal grow	/th.
☐ Self-reflection (see above)	□ Observa						□ CDIP/0			
☐ Student Growth Goal	□ Student	t Voic	e				□ Persor	nal Choice	е	
□ Other: (please specify)										- 1 ,
What do I want to change about will effectively impact student lea	arning?									
	arning? sary to make that owards my	at								
will effectively impact student leavest what professional learning is necess change?  How will I monitor my progress t goal? How will I know if I accomp	arning? sary to make the owards my olished my goa	at  ?	ction				To	wanted Co	awa latio	n Data
will effectively impact student leaves with the will I monitor my progress to	arning? sary to make the owards my olished my goa	at  ?	ction	Plan 'Supp	ort		Ta	rgeted Co	ompletio	n Date
What professional learning is necess change?  How will I monitor my progress t goal? How will I know if I accomp	arning? sary to make the owards my olished my goa	at I? A Resou	ction urces/	'Supp	8	e vour r				n Date
will effectively impact student leavest what professional learning is necess change?  How will I monitor my progress t goal? How will I know if I accomp	arning? sary to make the owards my olished my goa	at I? AResou	monst	'Supp	8	e your p	rofession	al growth	h.	
What professional learning is necess change?  How will I monitor my progress t goal? How will I know if I accomp	sary to make the owards my polished my goa	AResou Dertende	monsied to conent	Supp	: nstrat	e your p	<i>rofession</i> : □ Ongoi		<i>h</i> . eflection	
What professional learning is necess change? How will I monitor my progress t goal? How will I know if I accomp	sary to make the owards my polished my goa	AResou Dertende	monsied to conent	Supp	: nstrat	e your p	<i>rofession</i> : □ Ongoi	<i>al growtl</i>	<i>h</i> . eflection	
What professional learning is necess change? How will I monitor my progress t goal? How will I know if I accomp	sary to make the owards my polished my goa	AResou Dertende	monsied to conent	Supp	: nstrat	e your p	<i>rofession</i> : □ Ongoi	<i>al growtl</i>	<i>h</i> . eflection	

Administrator Signature:			Date:
Part C: Mid-Yea	ar Reflection – Pr	nal Growth Goal	
Date:	Status of	Professional Growth Goal:	Revisions/Modifications:
Part D: Summa	itive Reflection- L	evel of Attainment for Pr	ofessional Growth Goal
Date:		End of Year Refle	ection:
	770	19	
Next Steps:			
Status of Profession	nal Growth Goal:		
o Complete		o Continue	o Not Started
Teacher Signature:			Date:
Administrator Signature:			Date:

## Instructional Specialist/Coach

Name:	Date:
vaille.	

Component:	Sel	f-Asse	essme	nt:	Rationale:
1A - Demonstrating knowledge of current trends in specialty area and professional development	ı	D	А	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	ı	D	А	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	l	D	А	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	1	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	1	D	Α	Е	
1F - Developing a plan to evaluate the instructional support program	l	D	А	E	
2A - Creating an environment of trust and respect	ı	D	А	Ε	
2B - Establishing a culture for ongoing instructional improvement	ı	D	А	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	ı	D	А	E	
2D - Establishing and maintaining norms of behavior for professional interactions	ı	D	А	E	
2E - Organizing physical space for workshops or training	1	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons		D	А	E	
3B -Engaging teachers in learning new instructional skills		D	Α	E	

3C - Sharing expertise with staff		I	D	А	Е	
3D - Locating resources for teachers to support instructional improvement		I	D	А	E	
3E - Demonstrating flexibility and responsi	veness	ı	D	А	E	
4A - Reflecting on practice		ı	D	А	Е	
4B - Preparing and submitting budgets and	reports	l	D	А	Е	
4C - Coordinating work with other instruction specialists	onal	I	D	А	E	
4D - Participating in a professional commun	ity	ı	D	А	E	
4E - Engaging in professional development		ı	D	А	E	
4F - Showing professionalism including inte confidentiality	4F - Showing professionalism including integrity and confidentiality			А	Е	
	(s) below th	nat he	elped			nine your area for professional growth.
☐ Self-reflection (see above)	□ Observ					□ CDIP/CSIP
□ Student Growth Goal	□ Studer	nt Voi	ce			□ Personal Choice
□ Other: (please specify)  What do I want to change about my will effectively impact student learn		n tha	nt			
What professional learning is necessary to make that change?						
How will I monitor my progress tow goal? How will I know if I accomplis	al?					
MINOR SUBSCIENCE AND			Action	Plan		

Professiona	l Learning	Resources/Support	Targeted Completion Date
	Identify the doc	Demonstrable: umentation intended to demonstrate you	ur professional growth.
□ Artifacts		□ Self-Assessment	□ Ongoing Self-Reflection
□ Certificate of Com	pletion	☐ Teaming with Colleague	☐ Observation Data
☐ Other: (please spe	ecify)		
		The second secon	
Teacher Signature:			Date:
Administrator Signature:		ALL 19	Date:
-			
The second state of the se	· · · · · · · · · · · · · · · · · · ·		
Part C: Mid-Yea	ar Reflection	<ul> <li>Progress Toward Professional</li> </ul>	Growth Goal
Date:	Stat	us of Professional Growth Goal:	Revisions/Modifications:
24401			
	240	14400	
Part D: Summa	tive Reflection	on- Level of Attainment for Prof	essional Growth Goal
Date:		End of Year Reflecti	on:
		411	
Next Steps:			
TOXE OCO POI			
Status of Profession	al Grouth Goals		
	al Growth Goal	o Continue	o Not Started
o Complete	5-000100	O Continue	O Not Started
Teacher Signature:			Date:
			200
Administrator Signature:			Date:

PGES

**Hardin County Schools** 

# OPGES PRE-OBSERVATION and/or SITE VISIT DOCUMENT

#### **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:		Rat	ing:		Evidence:
1A - Demonstrating knowledge of counseling theory	I	D	Α	Ε	
and techniques					
1B - Demonstrating knowledge of child and	1	D	Α	E	
adolescent development					
1C - Establishing goals for the counseling program	i	D	Α	E	
appropriate to the setting and the students served					
1D - Demonstrating knowledge of state and federal		D	Α	Е	
regulations and of resources both within and					
beyond the school and district					
${\it 1E}$ - Plan in the counseling program integrated with		D	Α	Е	
the regular school program					
1F - Developing a plan to evaluate the counseling	1	D	Α	Е	
program					
2A - Creating an environment of respect and		D	Α	E	
rapport					
2B - Establishing a culture for productive	- 1	D	Α	Е	
communication					
2C - Managing routines and procedures	1	D	Α	E	
2D - Establishing standards of conduct and	1	D	Α	E	
contributing to the culture for student behavior					
throughout the school					
2E - Organizing physical space	1	D	Α	Е	
3A - Assessing student needs	1	D	Α	Е	
3B - Assisting students and teachers in the	1	D	Α	Ε	
formulation of academic personal social and career					
plans based on knowledge of student needs					
3C - Using counseling text makes an individual and	1	D	Α	E	
classroom programs					
3D - Brokering resources to meet needs	1	D	Α	E	
3E - Demonstrating flexibility and responsiveness	1	D	Α	E	
4A - Reflecting on practice	1	D	Α	Ε	
4B - Maintaining records and submitting them in a	1	D	Α	Е	
timely fashion					
4C - Communicating with families	1	D	Α	Е	
4D - Participating in a professional community	1	D	Α	Е	
4E - Engaging in professional development		D	Α	E	
			<u> </u>	<u> </u>	
4F - Showing professionalism	1	D	Α	Е	

## **Guidance Counselor/Social Worker Observation Tool**

X	X	
Teacher	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	1	D	Α	E	
Curriculum and Process		_			
1B - Demonstrating Knowledge of Students	1	D	A	E	
1C- Supporting Instructional Goals	ı	D	А	E	
1D - Demonstrating Knowledge and Use of Resources	1	D	A	Е	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	1	D	Α	E	
1F - Collaborating in the Design of Instructional Experiences	1	D	А	Е	
2A- Creating an environment of respect and rapport	ı	D	Α	E	
2B - Establishing a Culture for Learning	1	D	Α	E	
2C - Managing Library Procedures	1	D	Α	E	
2D - Managing student behavior	ı	D	Α	E	
2E - Organizing physical space	ı	D	Α	E	
3A - Communicating Clearly and Accurately	1	D	Α	Е	
3B - Using Questioning and Research Techniques	I	D	А	Е	
3C - Engaging Students in Learning	ı	D	Α	Е	
3D - Assessment in Instruction (whole class, one-on-one and small group	ı	D	А	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	ı	D	А	Е	
4B - Maintaining Accurate Records	ı	D	А	Е	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	ı	D	А	Е	
4E - Growing and Developing Professionally	1	D	A	E	
4F Collection Development and Maintenance	I	D	А	E	

## **Library Media Specialist Observation Tool**

4G- Managing the Library Budget	I	D	Α	E	
4H- Managing Personnel	I	D	Α	Ε	
41- Professional ethics	1	D	А	Е	

X	X	
Teacher	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:		Rat	ing:		Evidence:
1A - Demonstrating knowledge and skill in the		D	Α	Е	
specialist therapy area holding the relevant					
certificate or license					
1B - Establishing goals for the therapy program		D	Α	E	
appropriate to the setting and the students served			_		
1C- Demonstrating knowledge of District state and		D	Α	E	
federal regulations and guidelines					
1D -Demonstrating knowledge of resources both		D	Α	Е	
within and beyond the school and district	<u> </u>			_	
<b>1E-</b> Planning the therapy program integrated with	1	D	Α	E	
the regular school program to meet the needs of					
individual students					
1F - Developing a plan to evaluate the therapy		D	A	E	
program					
2A - Establishing rapport with students	ı	D	Α	E	
2B - Organizing time effectively		D	Α	E	
2C - Establishing and maintaining clear procedures		D	Α	E	
for referrals	'		\ \tag{\chi}	_	
2D - Establishing standards of conduct in the	1	D	Α	Е	
treatment center	'		, · ·	_	
2E - Organizing physical space for testing of		D	Α	Е	
students and providing therapy			'`	_	
3A - Responding to referrals and evaluating student	1	D	Α	Е	
needs	'			_	
3B - Developing and implementing treatment plans	ī	D	Α	Е	
to maximize student s success				_	
3C - Communicating with families	1	D	Α	Е	
Jo dominanted and with the second		-	' '	_	
3D - Collecting information; writing reports		D	Α	Е	-
				,	
3E - Demonstrating flexibility and responsiveness	1	D	Α	Е	
4A - Reflecting on practice		D	Α	E	
no notice of practice		-	'	-	
4B - Collaborating with teachers and	1	D	Α	Е	
administrators	ļ .			_	
4C - Maintaining an effective data management	1	D	Α	E	
system	'		``	-	
4D - Participating in a professional community	1	D	Α	Е	
4E - Engaging in professional development	ı	D	Α	Е	
AE Classical design of the second sec		-	_	-	
<b>4F</b> - Showing professionalism including integrity		D	A	E	
advocacy and maintaining confidentiality					

## Therapeutic Specialist Observation Tool

X	X	
Teacher	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.

Component:		Rat	ing:		Evidence:
1A - Demonstrating knowledge and skill in using	ı	D	Α	E	
psychological instruments to evaluate students					
1B - Demonstrating knowledge of child and	ı	D	Α	Е	
adolescent development and psychopathology					
1C - Establishing goals for the psychology program	1	D	Α	Е	
appropriate to the setting and the students served					
1D - Demonstrating knowledge of state and federal		D	Α	Е	
regulations and the resources both within					
and beyond the school and district					
1E - Planning the psychology program integrated	1	D	Α	Е	
with the regular school program to meet the needs					
of individual students and including prevention					
1F - Developing a plan to evaluate the psychology	1	D	Α	E	
program					
2A- Establishing rapport with students		D	Α	Е	
2B - Establishing a culture for positive mental		D	Α	Ε	
health throughout the school					
2C - Establishing and maintaining clear procedures		D	Α	Ε	
for referrals					
2D - Establishing standards of conduct in the		D	Α	E	
testing center					
2E - Organizing physical space for testing the	1	D	Α	E	
students and storage of materials					
3A - Responding to referrals consulting with	1	D	Α	Е	
teachers and administrators					
3B - Evaluating student needs and compliance with	1	D	Α	E	
national Association of school psychologists					
NASP guidelines					
3C - Chairing evaluation team	1	D	Α	E	
3D - Planning interventions to maximize student's		D	Α	E	
likelihood of success	<u>.</u>				
3E - Maintaining contact with physicians and	1	D	Α	Е	
community mental health service providers					
3F- Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	1	D	Α	E	
4B - Communicating with families	1	D	Α	E	
*					
4C - Maintaining accurate records	1	D	Α	E	
	ļ				
4D - Participating in a professional community	1	D	Α	E	
	ļ				
4E - Engaging in professional development		D	Α	E	
		1			

### **Psychologist Observation Tool**

4F - Showing professionalism	1	D	А	Е			
	<u> </u>						
X					Χ		
Teacher					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:		Rat	ing:		Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	А	Е	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	А	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	1	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	ı	D	А	E	
1E - Planning the instructional support program integrated with the overall school program	ı	D	А	E	
1F - Developing a plan to evaluate the instructional support program	1	D	А	E	
2A - Creating an environment of trust and respect	I	D	А	E	
2B - Establishing a culture for ongoing instructional improvement	l	D	А	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support		D	Α	Е	
2D - Establishing and maintaining norms of behavior for professional interactions	1	D	Α	E	
2E - Organizing physical space for workshops or training	1	D	А	E	
3A - Collaborating with teachers in the design of instructional units and lessons	ı	D	Α	Ε	
3B -Engaging teachers in learning new instructional skills	1	D	Α	Е	
3C - Sharing expertise with staff	1	D	Α	E	
3D - Locating resources for teachers to support instructional improvement	ı	D	A	E	
3E - Demonstrating flexibility and responsiveness	1	D	A	E	
4A - Reflecting on practice	ı	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	1	D	A	E	

# Instructional Specialist Observation Tool

4D - Participating in a professional community	I	D	А	Е
4E - Engaging in professional development	ı	D	А	Е
4F - Showing professionalism including integrity and confidentiality	I	D	А	E

X	X	
Teacher	Observer	

**Employee Name** 

personal reflection?

What do you see as the next step(s) in your professional growth for addressing the needs you have identified through

#### **OPGES POST-OBSERVATION DOCUMENT**

Employee ID#		
School		
Professional Role		 
Observer		 
Date of Conference		
For use with OPGES observations only. reflect on the lesson that was observed		
In general, how successful was the less achieve the learning targets? How do will you do for those students who did	you know, and what	
In addition to the student work witness what other student work samples, evid assisted you in making your determination.	lence or artifacts	
To what extent did classroom procedul and physical space contribute to or hin		
Did you depart from your plan? If so, h	ow and why?	
If you had an opportunity to teach this same group of students, what would you why?		

# HARDIN COUNTY SCHOOLS STUDENT GROWTH GOAL and PLAN

EMPLOYEE NAME	
SCHOOL	
CONTEXT OF CLASS:	
SUBJECT/COURSE	# in KSI/RTI
GRADE	# with IEPs
PERIOD	# with GSSPs
# of STUDENTS	# ELLs
IDENTIFY the ENDURING SKILL:	T
Enduring Skill	Reference to Standards (Where did you find your enduring skill?)
	<u> </u>
WRITE THE GOAL STATEMENT:	
Time (Interval of Instruction)	
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Growth (100% of students) Statement	
Proficiency (% of students who will be	
proficient in the enduring skill)	
Write the entire GOAL STATEMENT	
	4
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?	1
CCOPE (a) 1	
SCORE: (Circle score at the completion of Stu	
Low Expected	High

meet proficiency?

# Student Growth Goal Rigor Planning Worksheet

Employee Name:	Date	:
Student Growth Goal:		
Growth Goal Checklist Directions:	Answer each question below with \	es/No and provide rationale as
needed before submitting your gro	owth goal to the principal in CIITS. I	The principal will then complete
the same checklist about your goal	before accepting the goal. Feedba	ck 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		

					:						Employee Name
											Empoyee ID
											Is the goal Specific?
											Is the goal Measurable?
L											Is the goal Appropriate?
L											Is the goal Realistic?
											Is the goal Time-Bound?
											Does the goal have both a growth and proficiency component?
											Acceptable Goal?
											Date Completed
											Score

# **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	16.5
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.

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

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

# Part B-1: State Student Growth

State Student Growth Goal Statement (Based on one of the State goals within your CSIP.)		
Process or Rubric for Determining High,		
Expected or Low Growth.		
	udent Growth Plan	
	ipal will do to impact the student growth goal. e school GSIP plan strategies/actions)	William Street
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

## Part B-2: Local Student Growth

Local Student Growth Goal Statement (Based on School Need		
Process or Rubric for Determining High, Expected or Low Growth		
This plan will outline what the princ	tudent Growth Plan sipal will do to impact the student growth goal. the school CSIP plan strategies/actions)	
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

# Part C: Principal's TELL Kentucky Working Conditions Goal Target Question(s) from TELL Kentucky Results:

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

# **Target Performance Standard:**

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

## **Working Conditions Growth Goal Statement:**

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

## **Working Conditions Growth Goal Rubric:**

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

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

Working Conditions	Strategies/Actions		Targeted Completion
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?	Resources/Support What resources will I need to complete my plan? What support will I need?	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 **Targeted** Learning Strategies/Actions Completion What do I want to change Resources/Support What will I need to do in order to learn my identified Date about my leadership or skill or content? What resources will I need to When will I role that will effectively How will I apply what I have learned? complete my plan? complete each impact student learning? How will I accomplish my goal? What support will I need? identified What is my personal strategy/ learning necessary to action? make that change? Administrator's Signature: Date: Superintendent's Signature: Date:

2) <u>On-going Reflection:</u> 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 Principal's Superintendent			
Date Status of Growth Goal(s) - PGP	– SGG, WC,	Revisions/Modif	fications of Strategies or Action Plans			
Administrator's Signature:			Date:			
Superintendent's Signature:			Date:			
3) Summative Reflection: Complete t attainment for each Professional Growt	r to describe the level of					
Date:	End of Year Student Growth Reflection:					
End-of-Year Data Results (Accomplishments at the end of year.)						
	□ Data atta					
Date:	End of Year TELL KY Working Conditions Growth Reflection:					
Date:	Er	End of Year Professional Growth Reflection:				
×						
Next Steps:						
Administrator's Signature:	-1110000-110000-11000		Date:			
Auministrator 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	Sel	f-Ass	essm	ent	Strengths and areas for growth
1. Instructional Leadership 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.		D D	П А	E	
2. School Climate 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.		☐ D	П А	E	
3. Human Resource Management 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.		D	П А	E	
4. Organizational Management 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.		D	П А	E	
5. Communication and Community Relationship The district leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	П 	D	□ A	E	
<b>6. Professionalism</b> 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.		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: Local Student Growth (Optional for 2015-16 school year)

Local Student Growth Goal Statement		
Process or Rubric for Determining High, Expected or Low Growth		
	t Growth Plan	
This plan will outline what the associate superin This plan should be different tha	<b>tendent/airector</b> will do to impact the student <u>o</u> in th <u>e strateg</u> ies/activities listed in the CDIP.	rowun goal.
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 Standard	S	
The Associate Superintend	ent/Director should connect the PGP Goal to the appropriat	e 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) <u>On-going Reflection:</u> Complete this section at mid-year to identify progress toward each Student Growth and Professional Growth Goal

Growth Go (Describe go data.)	oal progress and other relevant			
		Mid-year	review conducted on	Initials Evaluatee/Evaluator
Date	Status of Growth Goal(s)	– SGG,PGP	Revisions/Modif	ications of Strategies or Action Plans
Administrator's	s Signature:			Date:
Superintenden	t's Signature:			Date:
-	tive Reflection: Complete to		the end of the year	to describe the level of
attainment  End-of-Yea	tive Reflection: Complete to for each Professional Growth Date: r Data Results ments at the end of year.)			to describe the level of
attainment  End-of-Yea	pate: r Data Results ments at the end of year.)	h Goal	End of Year Studer	nt Growth Reflection:
attainment  End-of-Yea	for each Professional Growth  Date: r Data Results	h Goal	End of Year Studer	
End-of-Yea (Accomplish	Date: r Data Results ments at the end of year.)  Date:	h Goal	End of Year Studer	nt Growth Reflection:
End-of-Yea (Accomplish	Date: r Data Results ments at the end of year.)  Date:	h Goal	End of Year Studer	nt Growth Reflection:
attainment  End-of-Yea	Date: r Data Results ments at the end of year.)  Date:	h Goal	End of Year Studer	nt Growth Reflection:

School/Dept:
Comments

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.
<b>Department:</b> Click here to enter text. <b>Role:</b> 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: \_\_\_\_\_

				Obser	Observation Window 1		Obser	Observation Window 2	low 2
		Date of		Observation	Date	Post	Observation	Date	Post
Teacher's Last Name	Teacher's First Name	Hire	Code	Туре	Observed	Date	Туре	Observed	Date
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				#N/A			#N/A		
				#N/A			#N/A		
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TN	MINI	MINI-PEER MINI	MINI	FORMAL					
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T2	MINI								
T3		MINI-PEER FORMAL	FORMAL						
ADMIN	SITE VISIT		SITE VISI FORMAL	FORMAL					

				Obsen	Observation Window 3	ow 3	Obser	Observation Window 4	low 4	
		Date of		Obcortion	Oato	Post	Observation	400	Post	Summative
Teacher's Last Name	Teacher's First Name	Hire	Code	Type	Observed	Date	Type	Observed	Date	Date
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				#N/A			#N/A			
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T1		MIN								
T2	MINI									
Т3		MINI-PEER FORMAL	FORMAL							
ADMIN	SITE VISIT		SITE VISI							

# Hardin County Schools Individual Corrective Action/Improvement Plan

Name:	Title:	Work Site:	Date:
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 norgania			
Attacil more pages in necessary			
Evaluatee's Comments:			
Individual Corrective Action Plan Developed:	veloped:	Status: Achieved Revised	ed Continued
Evaluatee's Signature	Date	Evaluatee's Signature	Date
Evaluator's Signature	Date	Evaluator's Signature	Date
Progress Review Meetings			
Date:	A A A A A A A A A A A A A A A A A A A	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.
	rm shall be presented in person or by mail to the chairperson of the District Evaluation
	s Panel. The time (within five (5) working days of receipt of the evaluation) is stipulated ocal district evaluation plan.
Signatu	ure: Date:
2.0	