

Henderson County Schools

Professional Growth & Effectiveness System

Certified Evaluation Plan



Certified Evaluation Committee – May 2015

Equal Educational and Employment Institution

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PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

Marganna Stanley, Superintendent

Henderson County Schools
1805 Second
Henderson, KY 42420
(270) 831-5000

2015 EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS

Jo Swanson, Assistant Superintendent for Teaching and Learning
Kim White, Director of Assessment and Accountability
Jinger Carter, Director of Human Resources
Doneta Williams, High School Assistant Principal
Paige O’Nan, Niagara Elementary Principal
Aleisha Sheridan, Thelma B. Johnson Early Learning Center Principal
Crissy Sandefur, Jefferson Elementary Principal
Ryan Reusch, South Middle School Principal
Cindy Troy, Central Academy Teacher
Laura Kopshever, South Heights Teacher
Rendy Dixon, Bend Gate Teacher
Renee Leeper, Spottsville Teacher
Michael Sprague, KEA Teacher Representative
Lindsey Harper, Cairo Teacher
Evelyn Cummings, East Heights Teacher
Cathy Thrasher, North Middle School Teacher

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN ASSURANCES

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

- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.
- All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.
- All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.
- All tenured teachers will be evaluated a minimum of once every three years.
- Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative.
- The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 15, 2015.

Signature of Superintendent	Date
Signature of Board Chair	Date

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

Source: 16 KAR 1:020

Section 1. Certified Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students:

1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement;
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents:

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

To the Education Profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications;
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2.

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

Henderson County Board of Education Evaluation Certified Policy

CERTIFIED PERSONNEL –EVALUATION

PERSONNEL 03.18

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.¹

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

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

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.²

FREQUENCY

Administrators and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated at least once every three (3) years.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹ All members of the appeals panel shall be current employees of the District.

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District during the month of August. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

Evaluation**TERMS**

The length of the term for an appeals panel member shall be three (3) years. The panel members shall assume their responsibilities by September 1st. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. PERSONNEL 03.18

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

- ¹[KRS 156.557, 704 KAR 003:345](#)
²[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

- ²03.15
 02.14;03.16

Professional Growth and Effectiveness System

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

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
12. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
13. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
15. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this

- administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
18. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
 19. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
 20. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
 21. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
 22. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
 23. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) objectives or targets aligned to the goals; (c) an action plan for achieving the objectives or targets and a plan for monitoring progress; (d) a method for evaluating success; and (e) the identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
 24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
 25. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
 26. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
 27. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
 28. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners' goal for principals and assistant principals.
 29. **Student Growth:** Is defined by KRS 156.557(1)(c).
 30. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
 31. **Student Growth Percentile:** Each student's rate of change compared to other students with a similar test score history.

32. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
33. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
34. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
35. **Working Conditions Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System.

TPGES

**Teacher Professional Growth
and Effectiveness System**

OPGES

**Other Professionals Growth
and Effectiveness System**

The Kentucky Framework for Teaching and Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

Required Sources of Evidence:

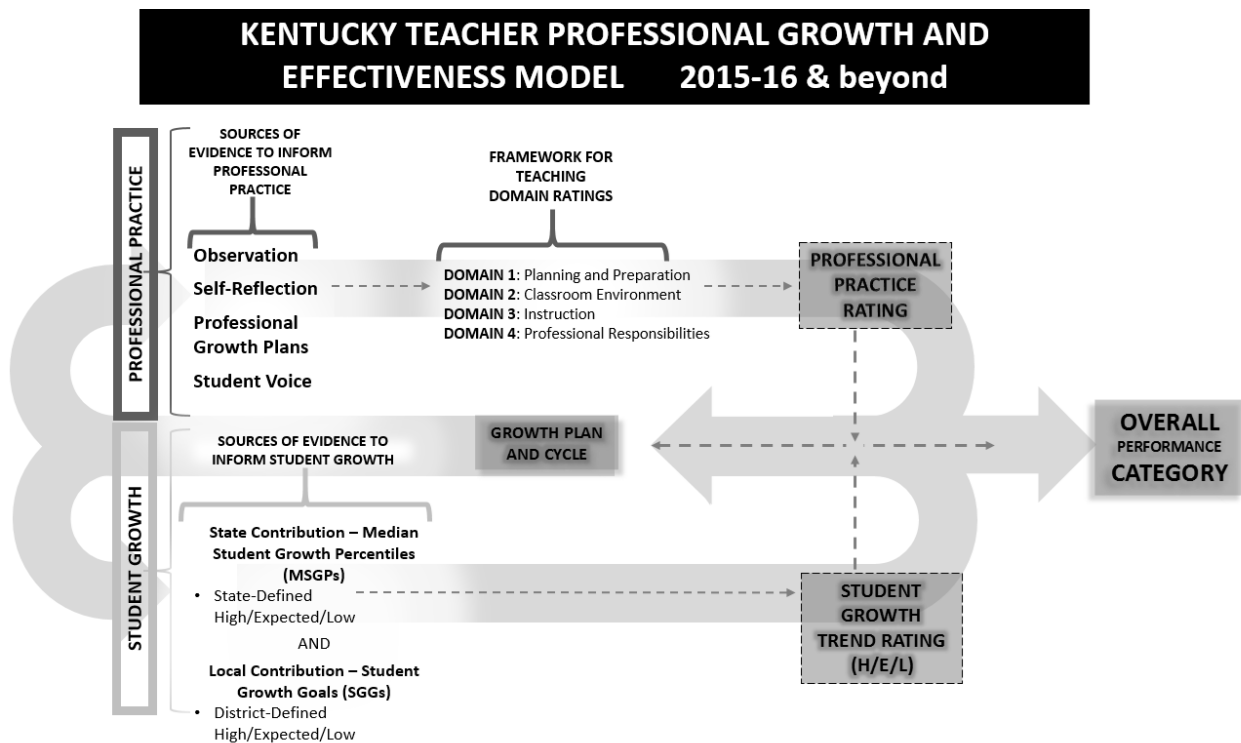
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

All components and other sources of evidence supporting an educator’s professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in the department-approved technology platform.

Other sources of evidence can be:

- Program review evidence
- Walk-throughs/feedback
- Team developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini observations
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Action research
- Engagement in professional organizations
- Performance based measures with rubrics
- Formative and/or summative test data
- Teacher feedback to students
- Trend data
- Other



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

Professional Practice

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes for teachers and other professionals. To complete this process, the teachers (TPGES) and other professionals (OPGES) shall:

- (1) Reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus aligned with the school/district improvement plans;
- (2) Collaborate with the primary evaluator to develop a professional growth plan and action steps;
- (3) Implement the plan;
- (4) Regularly reflect on the progress and impact of the plan on his or her professional practice;
- (5) Modify the plan as appropriate;
- (6) Continue implementation and ongoing reflection;
- (7) Conduct a summative reflection on the degree of goal attainment and the implications for next steps; and
- (8) Complete and document the Self-Reflection and Professional Growth Plan.

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals, which drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals shall participate in self-reflection and professional growth planning each year. The PGP shall serve as a source of evidence for the summative evaluation.

Table 1: Self-Reflection & PGP Development for TPGES and OPGES:

Activity	Timeline	Evaluatee Role Procedure/Documentation	Evaluator Role/Monitoring
Initial Self-Reflection	First 30 calendar days of school	<ul style="list-style-type: none"> • Complete or revise <i>Initial Self-Reflection form</i> to determine current level of practice on the FFT • Upload to district approved platform for Evaluator review 	Ensure initial self-reflection is completed
PGP Development	Evaluatee submit by September 30 Evaluator approve by October 31	<ul style="list-style-type: none"> • <u>Self-Directed PGP</u> – complete <i>PGP form</i> • <u>Directed PGP</u> – collaborate with primary evaluator to complete <i>PGP form</i> • Submit to evaluator for review and approval • Upon approval, upload to district platform 	<ul style="list-style-type: none"> • Collaborate with evaluatee to monitor PGP • Approve PGP • Print/Sign/Date/Upload in district platform
Mid-Year Reflection	By Feb. 1 – after the following are underway: <ul style="list-style-type: none"> • Observations • PGP • SVS • Student Growth 	<ul style="list-style-type: none"> • Complete mid-year sections on the <i>Ongoing Reflection form</i> <ul style="list-style-type: none"> ○ <u>Nontenured</u> – use <i>One-Year Cycle Form</i> ○ <u>Tenured</u> – use <i>Three-Year Cycle Form</i> • Use this reflection to supply supporting evidence and make any needed mid-year adjustments to PGP 	Collaborate with evaluatee to monitor and provide feedback
Final Reflection	<u>Nontenured and Tenured (summative year)</u> – by April 15 <u>Tenured (non-summative year)</u> – by May 15	<ul style="list-style-type: none"> • Complete end-of-year sections on the <i>Ongoing Reflection form</i> and supply evidence • Upload to district approved platform 	<ul style="list-style-type: none"> • Conference with evaluatee to determine <i>PGP</i> status for continuation; revision; or completion • Print/Sign/Date/Upload • Submit <i>PGP</i> to district in summative year

Note: Timelines may be impacted by adjustment of calendar and/or release of state assessment data.

Late hires – Evaluatees hired after the school year begins shall complete Self-Reflection within 30 days of employment and PGP within 45 days of employment.

Observation

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

For OPGES, these observations may occur in the form of a class observation or a site visit by the primary evaluator or peer according to what is most fitting for the OPGES role and function.

KTIP interns will follow the prescribed KTIP process.

There must be four observations in the summative cycle, with a minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer. The required peer observation must occur in the final year of the cycle. At the primary observer’s discretion, additional observations may be required. The final observation is conducted by the evaluator and must be a full observation. Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year. These observations must be documented in the district approved platform.

Observation Pre- and Post- conferences

Mini observations may be announced or unannounced; however full observations must be announced. For announced and peer mini observations, pre-conferences are optional. At the evaluator or evaluatee’s discretion, a pre-conference can take place. This must occur within five (5) days prior to the observation. If conducted, pre-conferences can take place in person or electronically.

Observers must conduct a post-conference within five (5) working days following each observation. The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data. The evaluatee shall be afforded the opportunity to provide a written response to the observation that will be placed in the personnel file with the observation documents.

Resource documents that may be used for pre- and post- conferences include: *TPGES or OPGES Pre-Observation document*; lesson plans, observation evidence; KY Framework; and *TPGES or OPGES Post-Conference document*.

Table 2: Observation Pre- and Post- conferences for TPGES/OPGES

Observer	Observation Type	Pre-Conference Format	Post-Conference Format
Primary Evaluator	Announced Mini	In-person or by email	In-person
	Unannounced Mini	N/A	In-person
Peer	Mini	In-person or by email	In-person
Primary Evaluator	Full	In-person or by email	In-person

Observation Schedules

One Year Cycle Summative Observation Model

Non-tenured teachers and non-tenured other professionals are on a one (1) year cycle for evaluation. Tenured teachers and other professionals on a Corrective Action Plan shall follow the one-year summative observation model.

Table 3: One Year Cycle Summative Observation Model for TPGES/OPGES

Observer	Observation Type	Observation Time	Documentation	Observation Timeline
Primary Evaluator	1 st Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence with focus on Domains 2 & 3 <u>Step 2:</u> Print/sign/date/upload to district electronic platform	By December 15 th
Peer	Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence with focus on Domains 2 & 3 <u>Step 2:</u> Print/sign/date/share with evaluatee only <u>Step 3:</u> Peer observer notifies the observation and conferences are completed	By December 15 th
Primary Evaluator	2 nd Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence with focus on Domains 2 & 3 <u>Step 2:</u> Print/sign/date/upload to district electronic platform	By March 1 st
Primary Evaluator	Full (Final Observation) OPGES Full or Site Visit	Full Class/Lesson	<u>Step 1:</u> Record observation evidence <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Final Observation By April 15 th
Primary Evaluator	Summative Evaluation Meeting		<u>Step 1:</u> Use the <i>Summative Evaluation Document</i> on the state platform <u>Step 2:</u> At evaluatee's conference, print/sign/date/upload to state & district electronic platforms <u>Step 3:</u> Provide copies for: <ul style="list-style-type: none"> • Evaluatee • Primary Evaluator's Records • District Director of Human Resources for employee's personnel file 	By May 1 st
<p><u>Late Hire Protocol:</u> Evaluatees who are hired after the first instructional day will still receive all evaluations, but timelines may be adjusted.</p> <p><u>Calendar Adjustment:</u> Timelines may be impacted by adjustment of school calendar.</p>				

Three Year Summative Observation Model

Tenured teachers and other professionals on a three (3) year summative cycle are required to have two minis and one full observation from the primary evaluator and one peer observation within the three (3) year cycle. To scaffold the primary evaluator's observations within the three (3) year cycle, recommended timelines are in the following table. Tenured teachers who yield an ineffective rating shall have multiple observations.

Table 4: Three Year Cycle Summative Observation Model for TPGES/OPGES

Observer	Observation Type	Observation Time	Documentation	Observation Timeline For Cycle Year(s)
Primary Evaluator	1 st Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence with focus on Domains 2 & 3 <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Recommended by May 15 th (Year 1 of cycle)
Primary Evaluator	2 nd Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence with focus on Domains 2 & 3 <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Recommended by May 15 th (Year 2 of cycle)
Peer	Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence with focus on Domains 2 & 3 <u>Step 2:</u> Print/sign/date/share with evaluatee only <u>Step 3:</u> Peer observer notifies the primary evaluator that the observation and conference is completed	Required by December 15 th Summative (Year 3 of cycle)
Primary Evaluator	Full (Final Observation) OPGES Full or Site Visit	Full Class/Lesson	<u>Step 1:</u> Record observation evidence <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Required by May 1 st Summative (Year 3 of cycle)
Primary Evaluator	Summative Evaluation Meeting		<u>Step 1:</u> Use the <i>Summative Evaluation Document</i> on the state platform <u>Step 2:</u> At evaluatee’s conference print/sign/date/upload to state & district electronic platforms <u>Step 3:</u> Provide copies on approved form for: <ul style="list-style-type: none"> • Evaluatee • Primary Evaluator’s Records • District Director of Personnel for employee’s personnel file 	Required by May 15 th Summative (Year 3 of cycle)

For 2015-16, teachers in Year 3 of the summative cycle must have the four observations completed within a two year window (2014-15 & 2015-16), with the peer observation and the full observation taking place in 2015-16.

Late Hire Protocol:
Evaluatees who are hired after the first instructional day will still receive all evaluations, but timelines may be adjusted.

Calendar Adjustment:
Timelines may be impacted by adjustment of school calendar.

Peer Observation

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

observers will be selected and agreed upon by consensus between the principal and the observed educator. All district educators will receive Peer Observer training with the state approved training.

Table 5: Peer Observation

Peer Observer Training Requirements	<ul style="list-style-type: none"> • Complete the state approved training once every three (3) years • Keep a copy of the certificate of completion and submit the certificate of completion to principal
Evaluatee Responsibility	<ul style="list-style-type: none"> • Evaluatee will come to consensus with evaluator on the selection of the peer observer from the available trained peer observers at the evaluatee’s school • Evaluatee will request a peer observer and notify the principal by October 15 of the summative year • Evaluatee will request a pre-conference with peer observer if one is desired. If a pre-conference is requested, evaluatee will complete <i>Pre-Observation document</i>
Peer Observer Caseload	<ul style="list-style-type: none"> • Recommendation is to limit to 2 peer observations, but this will be determined by evaluator, observer, and evaluatee • Peer observer accepts or denies the request made by the evaluatee
Peer Observer Responsibility	<ul style="list-style-type: none"> • Peer observers may decline the request and should inform the evaluatee and evaluator • Conduct a pre-conference, electronic or in person IF the evaluatee requests it • Conduct one mini observation for each designated peer with whom it has been agreed upon with the evaluatee and evaluator • Conduct a person- to- person post conference • By December 15 complete documentation with date, time and evidence & forward to peer • Notify principal that peer observation/documentation is completed in approved platform
Primary evaluator responsibility	<ul style="list-style-type: none"> • Create & revise annually a schedule of trained peer observers on a three year cycle; Principal and evaluatee must agree on the peer observer selected • Maintain a record of which peer is observing the evaluatee • Maintain a copy of the peer observation certificates at the school level • Direct all teachers to complete peer observer training
District Responsibilities	<ul style="list-style-type: none"> • Provide peer observation training opportunities

Observer Certification for Evaluators

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. The state required platform requires observers to develop a deep understanding of the four domains of the *Kentucky Framework for Teaching (FfT)* which has 3 sections: Framework for Teaching Observer Training; Framework for Teaching Scoring Practice; and Framework for Teaching Proficiency Assessment.

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

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

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

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

Initial Observer Certification

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

Table 6: Observer Certification-Initial Attempt

Primary Evaluator Certification/Support			
Activity	Resources	Staff Responsible	Timeline
Registration for <i>Teachscape Proficiency Observation Training</i> /state platform	Registration through KASA	District PGES Point of Contact (PoC)	First thirty (30) calendar days of employment
Teachscape Training: <ul style="list-style-type: none"> • Study the <i>Framework for Teaching (FfT)</i> • Complete Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	<ul style="list-style-type: none"> • <i>FfT</i> • Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	Primary Evaluator	Within 45 calendar days of employment
Teachscape Assessment: <ul style="list-style-type: none"> • Proficiency Assessment Part 1 • Proficiency Assessment Part 2 	<i>Teachscape Website: Proficiency Assessment</i>	Primary Evaluator	Within 60 calendar days of employment
Primary Evaluator submits completion certificate or results to PGES PoC	<i>Teachscape Proficiency Certificate</i> OR <i>Teachscape Assessment Results</i>	Primary Evaluator	Upon completion
For unsuccessful initial attempt a mentor may be assigned	District mentor as needed or requested	PGES PoC	Upon determination of need or request
<u>Alternate Evaluators/Late Hire Protocol:</u>			
If the primary evaluator has not passed the <i>Teachscape Assessment</i> and an observation is to occur, an alternate certified evaluator must be assigned for that observation. The primary evaluator must be present during observations.			
Timelines may be adjusted based on personnel schedules or if impacted by school calendar adjustments.			

Observer Certification- 1st Retake Attempt

If the evaluator does not successfully complete the initial *Proficiency Assessment*, the evaluator must retake the *Proficiency Assessment*. The *Proficiency Assessment* is accessible after 24 hours from the initial attempt.

Table 7: Observer Certification- 1st Retake Attempt

1st Retake Primary Evaluator Certification/Support for Part 1 and/or Part 2			
Activity	Resources	Staff Responsible	Recommended Timeline
Teachscape Re-training & Support: <ul style="list-style-type: none"> • Review Teachscape assessment results with PGES PoC to determine areas of need for support • Study the <i>Framework for Teaching (FfT)</i> • Complete Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	<ul style="list-style-type: none"> • <i>Teachscape assessment results from initial attempt</i> • <i>FfT</i> • Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	Primary Evaluator PGES PoC or mentor	Within 10 calendar days after an unsuccessful initial attempt
Teachscape 1 st Retake Attempt: <ul style="list-style-type: none"> • <i>Proficiency Assessment Part 1</i> • <i>Proficiency Assessment Part 2</i> 	<i>Teachscape Website: Proficiency Assessments</i>	Primary Evaluator	Within 14 calendar days after not passing the initial attempt
Primary Evaluator submits completion certificate or assessment results to PGES PoC	<i>Teachscape Proficiency Certificate</i> OR <i>Teachscape Assessment Results</i>	Primary Evaluator PGES PoC or mentor	Upon completion
For unsuccessful attempt a mentor will be assigned to support Teachscape module and scoring practice for 2 nd retake attempt * The district mentor may be the district PGES PoC or another district administrator.	<ul style="list-style-type: none"> • District mentor • <i>FfT</i> • Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	Primary Evaluator PGES PoC District Mentor	Upon unsuccessful attempt
<p><u>Alternate Evaluators/Late Hire Protocol:</u> If the primary evaluator has not passed the <i>Teachscape Assessment</i> and an observation is to occur, an alternate certified evaluator must be assigned for that observation. The primary evaluator must be present during observations.</p>			
Timelines may be adjusted based on personnel schedules or if impacted by school calendar adjustments.			

Observer Certification-2nd Retake Attempt

If the primary evaluator has not successfully completed the *Proficiency Assessment* retake attempts, the primary evaluator will follow the Teachscape 90-day lockout rule. The district mentor will be designated by the Superintendent/Designee.

Table 8: Evaluator Certification- 2nd Retake Attempt

2nd Retake Primary Evaluator-Certification/Support with 90 Day Lockout Rule			
Activity	Resources	Staff Responsible	Recommended Timeline
Teachscape retraining & support for 90 day lockout rule: <ul style="list-style-type: none"> • Review Teachscape assessment results with PGES PoC & district mentor to determine areas of need and 90-day support plan • Study <i>FfT</i> • Complete Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	<ul style="list-style-type: none"> • <i>Teachscape assessment results from 1st retake attempt</i> • <i>FfT</i> • Teachscape Website: <ul style="list-style-type: none"> ○ Module Training ○ Scoring Practice 	Primary Evaluator PGES PoC District Mentor	Implement plan within 7 calendar days of 1 st retake attempt
Teachscape 2 nd Retake Assessment: <ul style="list-style-type: none"> • Proficiency Assessment Part 1 • Proficiency Assessment Part 2 	<i>Teachscape Website: Proficiency Assessment</i>	Primary Evaluator	Within 5 working days following the 90 day lockout period
Primary Evaluator submits completion certificate or assessment results to PGES PoC	<i>Teachscape Proficiency Certificate</i> OR <i>Teachscape Assessment Results</i>	Primary Evaluator PGES PoC District Mentor	Upon completion
For unsuccessful attempt the Superintendent/Designee will determine next steps An alternate certified evaluator will be assigned	N/A	Superintendent/Designee Primary Evaluator PGES PoC District Mentor Alternate Evaluator	Upon completion
<u>Alternate Evaluators/Late Hire Protocol:</u> If the primary evaluator has not passed the <i>Teachscape Assessment</i> and an observation is to occur, an alternate certified evaluator must be assigned for that observation. The primary evaluator must be present during observations.			
Timelines may be adjusted based on personnel schedules or if impacted by school calendar adjustments.			

Observer Calibration

Certified evaluators retain certification in a four year cycle with calibration required in years two and three. As certified observers may tend to experience “drift” in rating accuracy, the district completes a calibration process each year where certification is not required. This calibration process is completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform. Primary evaluators who receive a red score for calibration shall repeat the calibration process.

The district PoC and is responsible for providing training opportunities and shall maintain a record for certification and calibration cycles. Scores should be printed and submitted to the PGES PoC upon certification or calibration completion. A typical calibration cycle will include three windows. If an evaluator scores in the Yellow or Red categories, additional windows may be required.

Table 9: Observation Certification & Calibration

Observation Certification/Calibration Process			
Cycle Year	Stage	Responsible Staff	Resource
Year 1	Certification	Primary Evaluator & PGES PoC	Teachscape/State Platform
Year 2	Calibration	Primary Evaluator & PGES PoC	Teachscape/State Platform
Year 3	Calibration	Primary Evaluator & PGES PoC	Teachscape/State Platform
Year 4	Recertification	Primary Evaluator & PGES PoC	Teachscape/State Platform
Calibration Scoring Guide:			
<u>Green:</u> Evaluator’s scores are aligned with Teachscape.			
<u>Yellow:</u> Evaluator’s scores are partially aligned with Teachscape. The evaluator shall complete Teachscape training videos for additional support.			
<u>Red:</u> Evaluator’s scores are not aligned with Teachscape. The evaluator shall complete Teachscape training videos in an additional window for additional support. A district mentor may also be assigned.			

Student Voice

The Student Voice Survey is a confidential survey collecting student feedback on specific aspects of the classroom experience and teaching practice that is administered in the school. All teachers, excluding those of functional mental disability (FMD) students, and other professionals in grades 3-12 will participate in the state approved Student Voice Survey (SVS) annually. However, those with less than 10 students will not receive results to inform professional practice due to student anonymity. Formative years' data will be used to inform professional practice in the summative year. All teachers and administrative staff that have access to student responses are required to sign and adhere to the district's Student Voice Ethics Statement.

Table 10: Student Voice Survey (SVS) for TPGES/OPGES/Alternative Settings

District Responsibilities	<ul style="list-style-type: none"> • The Superintendent/Designee shall select a minimum of one (1) district-wide SVS administration annually. • The Superintendent/Designee shall designate a uniform number of participating student groups across the district.
Student Groups	<ul style="list-style-type: none"> • A minimum of one (1) SVS shall be administered for all teachers and other professionals in grades 3rd-12th, excluding FMD teachers. Fall is the recommended survey window. • Those who have 10 or more students will receive results and inform professional practice. • Groups will be determined by consensus between the principal and educator. Pre-K – grade 2 implementation shall be through state approved protocol.
School Administration	<p><u>The Principal/School Designee shall:</u></p> <ul style="list-style-type: none"> • Serve as the school PoC for school implementation; • Create the SVS schedule to include: <ul style="list-style-type: none"> ○ Implementation through the district determined platform (e.g. Infinite Campus (IC) Student Portal, Survey Monkey, paper/pencil); ○ Designated teachers and student groups for SVS; ○ SVS school administration date and times between 7:00 a.m.-5:00 p.m.; ○ Administration proctors (teachers and other professionals may not administer their own SVS); ○ Equal access for all students with documented accommodations (e.g. IEPs/504 Plans); • Provide all parents with the <i>SVS Parent Opt Out Letter</i>; and • Obtain Student Voice Ethics Statement signatures from appropriate personnel.
SVS Ethic Statement	District & school level staff administering SVS or with administrative IC rights are required to understand and sign <i>SVS Ethic Statement</i> .
SVS Results	Results will be used to inform professional practice.

Rating Professional Practice

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

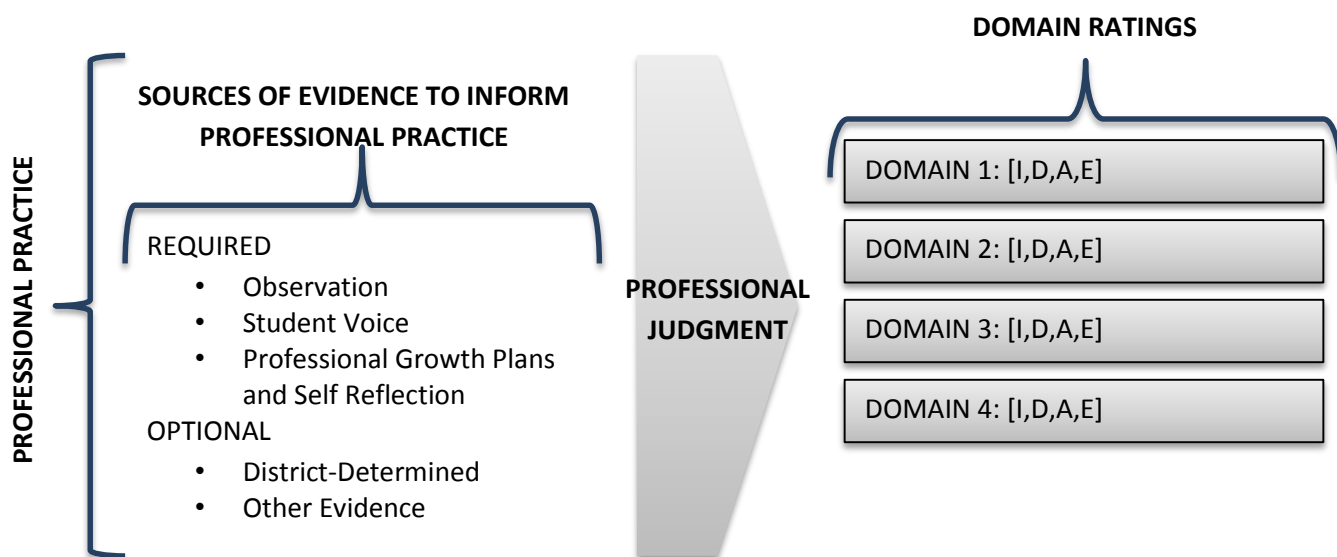


Table 11: Criteria for Educator’s Professional Practice Rating

If...	Then...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING or INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Student Growth

Student Growth for TPGES and OPGES

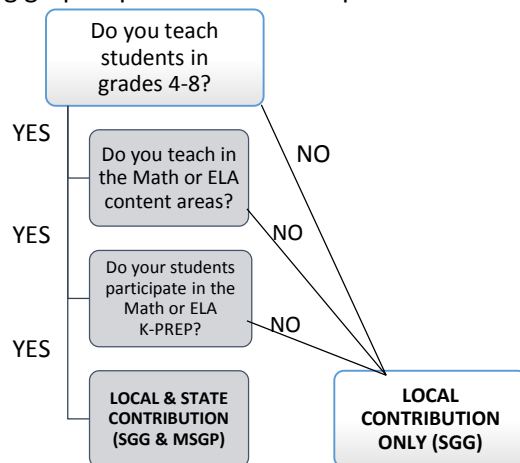
The *Student Growth Measure* is comprised of two possible contributions:

1. a *state contribution* (MSGP) and/or
2. a *local contribution* (SGG)

The *state contribution* is reported as Median Student Growth Percentiles (MSGP). The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments: 4th – 8th grade reading or math. This includes co-teachers. If teachers are identified in Infinite Campus as a co-teacher, they will receive an MSGP.

The *local contribution* uses the Student Growth Goal (SGG) Setting Process and applies to all teachers and other professionals in the district, including those who also receive MSGP.

The following graphic provides a roadmap for determining which teachers receive which contributions:



State Contribution – Median Student Growth Percentiles (MSGP) – (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

If a teacher has state contribution data (MSGP) and continues to teach the same content, the teacher will create a local contribution (SGG) in the same content area.

Local Contribution – Student Growth Goals (SGG) – (All teachers and Other Professionals)

The local contribution for the student growth measure is a rating based on the degree to which a teacher or other professional meets the growth goal for a set of students over an identified interval of instruction (i.e. 9 weeks, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All teachers and other professionals will develop an SGG for inclusion in the Student Growth Measure. All Student Growth Goals will be determined by the teacher or other professional in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement). SGGs should address:

Rigor - congruency to the Kentucky Core Academic Standards

Comparability - Data collected for the Student Growth Goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band, or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

For other professionals and alternative setting teachers, local student growth goals will be identified using relevant school data (classroom, grade level, school-wide, etc.) in order to target an area of need. The SGG is aligned to the job expectations of the professional.

To fulfill the criteria of measuring student growth at the local level, the following protocol will be established to ensure rigorous and comparable growth measures used for all teachers and other professionals.

Table 12: Local Contribution (SGG) for TPGES/OPGES/Preschool/Alternative Settings

<p>Criteria to Determine SGG</p>	<ul style="list-style-type: none"> • One (1) SGG is required with two (2) targets: <ol style="list-style-type: none"> 1. Growth target; and 2. Proficiency target • Determine the interval of time for student growth (e. g full year, semester, grading period); SGG must be completed by: [non-tenured April 15] [tenured May 1] • Provide access and opportunity for all students including: disabilities, ELL, and gifted/talented to adequately demonstrate knowledge • Use one of the following assessment measures to determine growth & proficiency: <ul style="list-style-type: none"> ○ Pre/post-tests; ○ Repeated measures; or ○ Performance rubric holistic evaluation • Use baseline data to set low, expected and high growth with the evaluator • 100 Day Rule: If a student has not been in a teacher’s class for 100 days of instruction; the teacher may elect to use or NOT use the student’s individual data for the SGG. In cases where an educator does not have students for 100 days (i.e. semester or 9 week courses), the student would need to be in the course for 55% of the entire course. • For alternative and some OPGES settings, the evaluatee and evaluator will determine criteria to set SGG
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Rigor & Comparability	<p>To ensure rigor and comparability, teachers and principals must utilize the Henderson County Schools SMART Rigor/Comparability Rubric (see Appendix). The Henderson County Schools SMART Rigor/Comparability Rubric includes the following:</p> <ul style="list-style-type: none"> • Common Measures/Performance Rubrics <ul style="list-style-type: none"> ○ Teachers must use common assessments or performance rubrics that have been peer approved or agreed upon through a jury process. ○ These district-wide common assessment measures or performance rubrics must be identical or comparable versions across grade levels, content areas, and courses. • Administration & Data Collection Protocol <ul style="list-style-type: none"> ○ Teachers must follow either the District Administration & Data Collection Protocol for Common Assessments or a peer-approved District Administration & Data Collection Protocol for Performance Rubrics/Holistic Scoring Guide. These protocols ensure comparability across grade levels, content areas, and courses. (see Appendix) • Scoring Process <ul style="list-style-type: none"> ○ To determine comparable scoring using <i>Common Assessment Measures</i>, District-wide performance levels have been adopted. (See chart below). The scoring process must be completed by electronic means. PLC groups, the school curriculum specialist and/or the principal will lead the process, approve the scoring process and ensure rigor/comparability. ○ To determine comparable scoring for <i>Performance Rubrics/Holistic Evaluations</i>, a growth/proficiency rubric must be used which includes the same multiple levels of defined performance. These levels must also mirror the District-wide Performance Levels in chart below. The growth rubric must also be peer created or agreed upon through a jury process. Comparability must be achieved with double-blind scoring and/or group scoring with the approved rubric. 																
	<table border="1" data-bbox="634 1094 1179 1388"> <thead> <tr> <th colspan="2" data-bbox="634 1094 1179 1129">Districtwide Performance Levels</th> </tr> <tr> <th data-bbox="634 1129 927 1165">Performance Level</th> <th data-bbox="927 1129 1179 1165">Percentage Scores</th> </tr> </thead> <tbody> <tr> <td data-bbox="634 1165 927 1201">Distinguished</td> <td data-bbox="927 1165 1179 1201">80% or above</td> </tr> <tr> <td data-bbox="634 1201 927 1236">Proficient</td> <td data-bbox="927 1201 1179 1236">70% - 79%</td> </tr> <tr> <td data-bbox="634 1236 927 1272">Apprentice</td> <td data-bbox="927 1236 1179 1272">50% - 69%</td> </tr> <tr> <td data-bbox="634 1272 927 1308">High Novice</td> <td data-bbox="927 1272 1179 1308">40% - 49%</td> </tr> <tr> <td data-bbox="634 1308 927 1344">Medium Novice</td> <td data-bbox="927 1308 1179 1344">30% - 39%</td> </tr> <tr> <td data-bbox="634 1344 927 1379">Low Novice</td> <td data-bbox="927 1344 1179 1379">29% and below</td> </tr> </tbody> </table>	Districtwide Performance Levels		Performance Level	Percentage Scores	Distinguished	80% or above	Proficient	70% - 79%	Apprentice	50% - 69%	High Novice	40% - 49%	Medium Novice	30% - 39%	Low Novice	29% and below
Districtwide Performance Levels																	
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Determining Student Growth Target and Proficiency Target for Local Contribution (SGG)

The targets for the SGG shall be a rigorous reflection of the expected number of students reaching proficiency and growth. This shall be agreed upon by the evaluator and evaluatee. The target will be determined according to the portion of the goal met.

If a student scores Distinguished on the pre-assessment, the student’s post-assessment percentage score must be 5% higher than the pre-assessment to be considered growth.

If a student scores 100% on the pre-assessment, the score must also be 100% on the post-assessment to be considered growth.

To determine a high, expected, or low (H/E/L) rating for SGG use the following table:

Table 13: Proficiency and Growth Targets for Local Contribution (SGG)

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

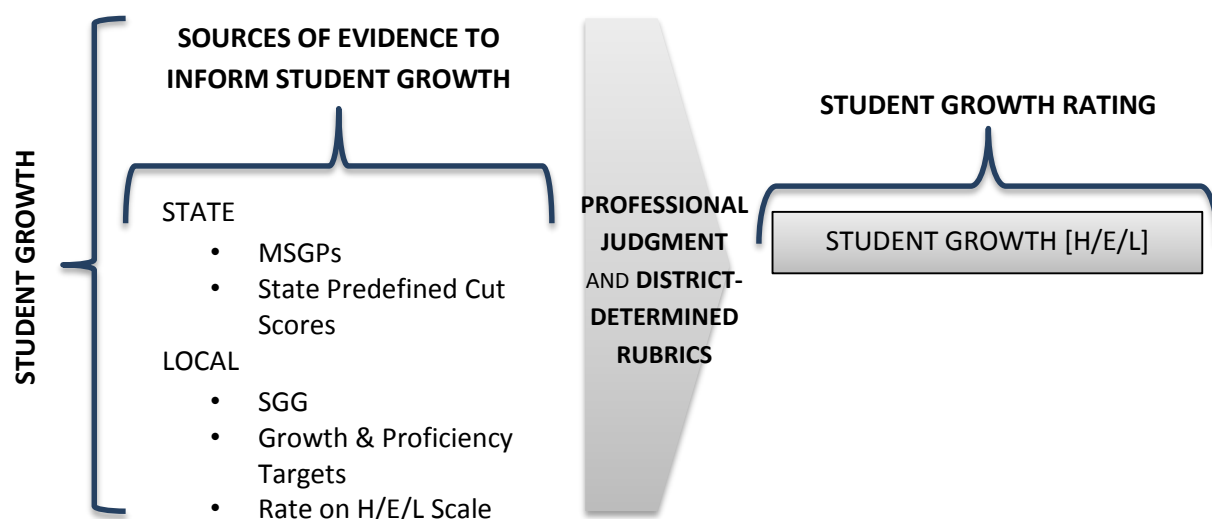
Table 14: Determining High, Expected, and Low Ratings for Local Contribution (SGG)

To determine the rating of a Local Contribution (SGG) goal, educators must use the following decision matrix:

District Decision Matrix for Determining Local Growth Contribution (SGG) for Proficiency and Growth Targets				
Proficiency Target	High	H,L = Expected	H,E = High	H,H = High
	Expected	E,L = Expected	E,E = Expected	E,H = High
	Low	L,L = Low	L,E = Expected	L,H = Expected
		Low	Expected	High
		Growth Target		

Rating Overall Student Growth

The Overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the primary evaluator in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and MSGP (where available), and will be considered in a three-year cycle (when available). To determine the *Overall Student Growth Rating*, evaluators must first calculate the *Annual Rating of Student Growth*. If only one *Annual Rating of Student Growth* is available, it will serve as the *Overall Student Growth Rating*. If multiple years of data are available, the evaluator must also calculate the *Trend Rating of Student Growth* in order to determine the *Overall Student Growth Rating*.



Annual Rating of Student Growth

- If only local contribution (SGG) is available, the weight is 100%.
- If both a state contribution (MSGP) and a local contribution (SGG) are available, the Annual Rating of Student Growth will be determined as follows:
 - State contribution (MSGP) is weighted **20%**
 - Local contribution (SGG) is weighted **80%**
- The following formula must be used when combining MSGP and SGG:
 $.2(\text{MSGP}) + .8(\text{SGG}) = \text{Annual Rating of Student Growth}$
- Note: For those with a state contribution (MSGP), who continue to teach in the same content the next school year, the teacher's local contribution (SGG) will be in the same content area.

Trend Rating of Student Growth

- To determine the *Trend Rating of Student Growth*, each year will be weighted equally.
 - If only one year of *Annual Rating of Student Growth* is available, the weight is 100%.
 - If two years of *Annual Rating of Student Growth* data is available, each year is weighted 50%.
 - If three years of *Annual Rating of Student Growth* data is available, each year is weighted 33.3%.

○ To determine if the *Trend Rating of Student Growth* is High, Expected or Low, follow these steps:
Step1: After *Annual Rating of Student Growth* is determined, the following points will be applied to each rating and used in calculating the average for the *Trend Rating of Student Growth*:

- **HIGH** Student Growth Rating = **3 Points**
- **EXPECTED** Student Growth Rating = **2 Points**
- **LOW** Student Growth Rating = **1 Point**

Step 2: To calculate the average for three (3) years of data use the following formula:

$$.333(\text{YR 1}) + .333(\text{YR 2}) + .333(\text{YR 3}) = \text{Trend Rating of Student Growth}$$

To calculate the average for two (2) years of data use the following formula:

$$.50(\text{YR 1}) + .50(\text{YR 2}) = \text{Trend Rating of Student Growth}$$

Step 3: The *Trend Rating of Student Growth* average must be used to determine the *Overall Student Growth* rating as indicated below:

<i>Overall Student Growth</i>	Average
High	2.5 - 3.0
Expected	1.5 – 2.49
Low	1.0 – 1.49

Table 15: Example for Determining Trend Rating of Student Growth over a 3 year Cycle

Year	MSGP	SGG	Yearly Average .2 (MSGP) + .8 (SGG)	Each Year's Average Multiply by .333 *round to the nearest hundredth
2015-2016	Expected (2)	High (3)	.2(2) + .8(3) = 2.8	High 2.8 x .333 = .93
2016-2017	Expected (2)	Expected (2)	.2(2) + .8(2) = 2.00	Expected 2.00 x .333 = .67
2017-2018	Low (1)	Low (1)	.2(1) + .8(1) = 1.00	Low 1.00 x .333 = .33
<p><u>With multiple years of data, the Trend Rating of Student Growth will also be the Overall Student Growth Rating.</u></p> <p>To calculate, add each year's average.</p> <p>Example: .93 + .67 + .33 = 1.93 EXPECTED OVERALL STUDENT GROWTH</p>				

Overall Performance Category

Determining the Overall Performance Category Using Professional Practice & Student Growth

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

The following steps determine an educator’s *Overall Performance Category*:

- 1) Determine the individual domain ratings through sources of evidence and professional judgment.
- 2) Apply State Decisions Rules for determining *Professional Practice*.
- 3) Determine the *Overall Student Growth Rating*.
- 4) Apply State Overall Decision Rules combining Professional Practice and Student Growth to determine the *Overall Performance Category*.

Table 16: Criteria for Determining TPGES/OPGES Overall Performance Category

Professional Practice Rating	Overall Student Growth Rating	Overall Performance Category
Exemplary	High or Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected or Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected or Low	INEFFECTIVE

Professional Growth Plan & Summative Cycle

Based on the overall *Professional Practice Rating* and *Overall Student Growth Rating*, the type of Professional Growth Plan (PGP) and the length of the summative cycle is determined using the chart below. In the event a certified professional does not have a *Professional Practice Rating* and *Overall Student Growth Rating*, the evaluator will determine the type of annual PGP to be developed (directed or self-directed).

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

PPGES

Principal and Assistant Principal Professional Growth and Effectiveness System

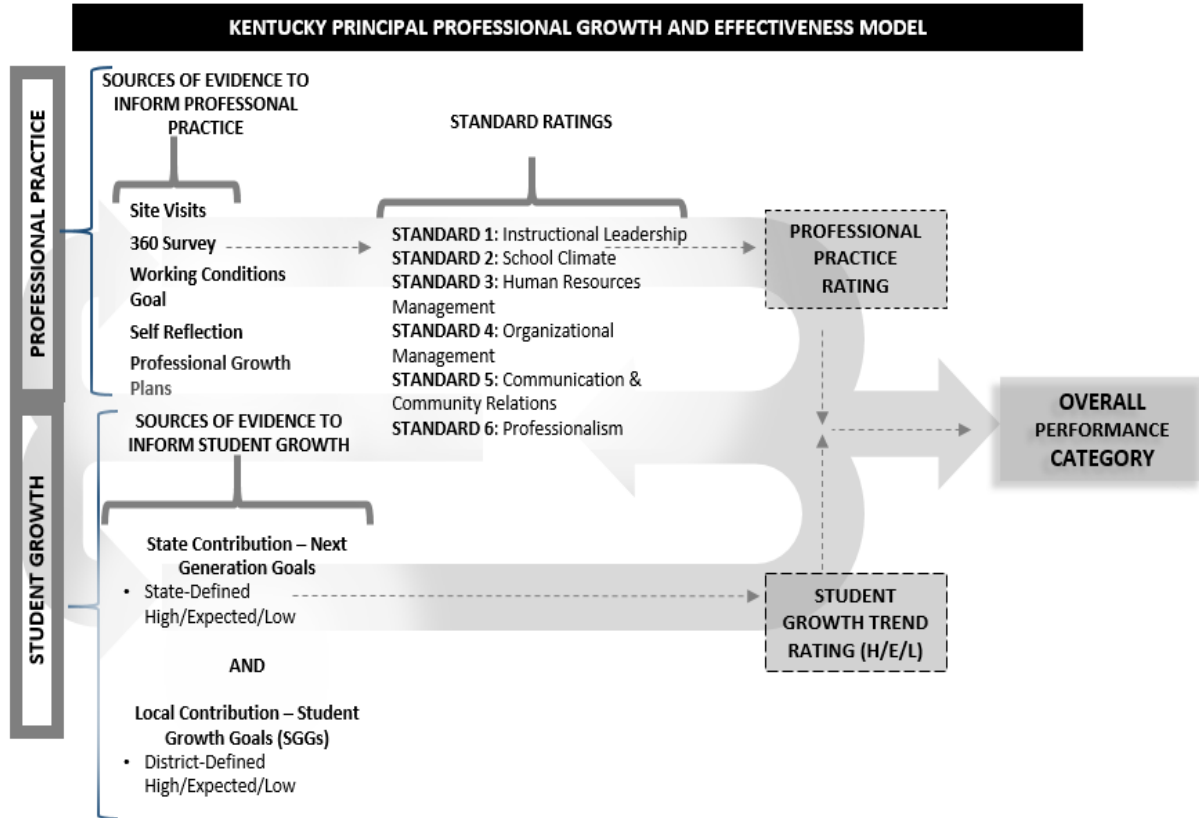
Principal and Assistant Principal Professional Growth and Effectiveness System

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

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Documentation:** artifacts created in the day to day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers, observation certification training.
4. **Evaluated:** district/school personnel who is being evaluated
5. **Professional Growth Plan:** an individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school, district data, is produced in consultation with the evaluator.
6. **Performance Levels:** general descriptors that indicate the principal's performance. Principals can be rated: Ineffective, Developing, Accomplished, or Exemplary on the scale.
7. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the six performance standards.
8. **Performance Standards:** guiding standards that provide a defined set of common purposes and expectations the guide effective leadership. Standards are: instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
9. **School Site Visits:** a visit to provide information on a variety of work contributions made by principals. Examples include, but are not limited to, watching a principal interacting with others, conducting a program, or shadowing a principal
10. **Self-reflection:** the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
11. **SMART:** acronym used to develop a goal: **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, **T**ime Bound.
12. **TELL Kentucky:** a working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
13. **Val-Ed 360:** an assessment that provides feedback of a principal's learning- centered behaviors by using input from the principal, his supervisor, and teachers.
14. **Val Ed 360 Point of Contact (PoC):** person selected at the district and school level to assist in the facilitation of the Val Ed 360 survey.
15. **Working Conditions Goal:** goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.
16. For additional definitions and roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System.

Kentucky Professional Growth and Effectiveness System Model for Summative Evaluation of Assistant Principals and Principals



SOURCES OF EVIDENCE/Framework for Principal/ASST Principal Alignment

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

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

Principal Performance Standards

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

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

Table 16: Evidence for Principal Performance Standards

Evidence for Principal Performance Standards	
Required Evidence:	Optional Categories of Evidence:
Professional Growth Planning	Products of Practice
Self-reflection	Other sources (i.e. Surveys)
Evaluator Site visits (minimum of 2 per year)	
Val-Ed 360	
TELL Working Conditions Goal	
State & Local Student Growth Goal Data	

Professional Practice

Professional Growth Planning and Self-reflection

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

Table 17: Self-reflection & Professional Growth Plan

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

Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data.
Late Hires – Complete Self-Reflection within 30 days and PGP within 45 days of employment.

Site Visits -- Completed by Supervisor of Principal-(not required for assistant principals)

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

Table 18: Principal Site Visits

Superintendent/Designee Site Visits	
Activity	A minimum of 2 site visits shall occur annually, with one site visit scheduled with faculty and/or students present.
Location	School
Timeline	Visit #1 prior to December 31 for a minimum of 1 hour Visit #2 by April 15 for a minimum of 1 hour
Superintendent/designee	<ul style="list-style-type: none"> • Schedule & conduct each site visit • Complete observation/site visit form • Schedule & conduct post conference/mid-year review/summative conference
Resource	<ul style="list-style-type: none"> • <i>Observation/Site Visit Form</i> • Performance Standards documentation • All other evidence: surveys, self-reflection, PGP, SGG
Conference Expectations	<ul style="list-style-type: none"> • Reference the Observation/Site Visit template suggested guiding questions/prompts for Performance Standard conversations. • Conference will occur within 5 school days after the site visit. • Superintendent/designee shall provide feedback on: Performance • Standards/SGG/PGP/principal practice/ additional supporting evidence
Site Visits Connected to Performance Standards	Superintendent/designee shall gain insight and provide feedback on Performance Level of Performance Standards from observation, evidence, and conversation.

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

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

Table 19: Val Ed 360

Val Ed 360	
(Conducted at least once every 2 years in the school year that TELL Kentucky is not administered.)	
District Point of Contact	Director of Human Resources OR superintendent/designee
Frequency	Shall be given once per school year by January 15 every two years in the school year that TELL Kentucky is not administered
Timeline	The principal shall implement a schedule to provide equal access for all teachers
Use of Results	Inform principal practices for reflection and professional growth in regard to learning centered leadership behaviors to inform the development of the SGG and PGP, with respect to teacher, supervisor, and personal perceptions. The Val Ed 360 results will be discussed and reflected on along with the Principal Performance Standards and used in the Professional Practice rating.
Access to Results (results will be confidential)	<ul style="list-style-type: none"> • District Point of Contact • Superintendent/designee • Principal

Working Conditions Goal (goal inherited by assistant principal)

Principals are responsible for setting a two year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. The Assistant Principal inherits the Working Conditions Goal (WCG) of the Principal. Principals/Assistant principals may provide Products of Practice/other sources of evidence as additional evidences to support the assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the standards. (See Table 20.)

Table 20: Working Conditions Goal

Working Conditions Goal (WCG) for Principals & Inherited by Assistant Principals	
Activity	Creation of WCG using TELL KY Survey
Responsible Staff	Certified staff in each school & principal/assistant principal
Timeline	Every 2 years
Working Conditions Goal	1 goal minimum (of a two year goal) after the completion of TELL Kentucky Survey
Process for Development of WCG Action Plan	<ul style="list-style-type: none"> • Principal and superintendent/designee identify areas of greatest need of improvement based on the TELL questions to select the growth area that will have the greatest impact on school culture/student success • Principal and superintendent/designee will identify Target Questions from TELL results • Principal and superintendent/designee will connect the Target Questions to the appropriate Performance Standard for the WCG Goal • Principal and superintendent/designee will write the WCG statement using SMART format and ensuring rigor to be accomplished in the 2 year cycle • Principal and superintendent/designee will develop a WCG Action Plan with strategies, actions, resources, supports, and completion dates • All decisions shall be determined in a collaborative process
WCG Rubric	<ul style="list-style-type: none"> • Principal and superintendent/designee will develop a WCG Rubric with four performance levels to assess the WCG • Performance levels will be Ineffective, Developing, Accomplished, and Exemplary with each performance level identifying the % of agreement identifying with each performance level <p><u>Example WCG:</u> Question 7.1 School leadership consistently supports teachers. Results: 52% of teachers were in agreement based upon the last TELL survey in 2011-12. WCG: Based upon TELL results of 2011-12, only 52% of teachers were in agreement that school leadership consistently supports teachers. By the 2013 TELL survey, 70% of teachers will indicate agreement that school leadership consistently supports teachers. Results: Based upon the TELL results of 2013, 65% of teachers indicated agreement that school leadership consistently supports teachers.</p> <p>Applying the following rating with the growth of + or – 10% scale.</p> <p>Exemplary: Above Accomplished Goal by more than 10% Accomplished: + or - 10% of goal</p>

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

Student Growth

Student Growth Rating

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

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

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

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

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

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

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

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

Process for Determining the Principal's SGG for the State Contribution: The superintendent and principal will agree upon at least one annual ASSIST goal and objective from the school report card to develop the state contribution for the principal's SGG. The principal's SGG must be based on an Interim Trajectory Target (ITT), calculated from the current year's Delivery Target (DT) minus the prior year's Actual Score (AS) as found in ASSIST. The Interim Trajectory Target becomes the principal's state contribution for the SGG.

Example:

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

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

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

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

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

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

Determining High, Expected, or Low for State Contribution

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

Table 21: SGG State Contribution H, E, and L Ratings

Rating	Percentage of Interim Trajectory Target/Principal's SGG	Actual Score
High	≥80% of the target	To Be Determined in the School Report Card
Expected	70-79% of the target	To Be Determined in the School Report Card
Low	≤69% of the target	To Be Determined in the School Report Card
*Round to the nearest whole number between performance levels		

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

Table 22: Example State Contribution for Principal SGG Interim Trajectory Target

Example: 2013-14 State Contribution for the Principal's SGG if the Interim Trajectory Target is 10.2		
Rating	Percentage of Interim Trajectory Target/Principal's SGG	Actual Score
High	≥80% of the 10.2 target	≥8.16
Expected	70-79% of the 10.2 target	7.14 to 8.15
Low	≤69% of the 10.2 target	≤7.13
<p>If the Actual Score for <i>Combined Reading & Mathematics-Percentage Proficient/Distinguished</i> in 2013-14 is 56.9, then 56.9 (2013-2014 Actual Score) - 47.1 (2012-2013 Actual Score) = 9.8 (2013-2014 Attained Results). Because the Attained Results of 9.8 are greater than 8.16 or 80% of the ITT target, then the principal's State Contribution Rating is High.</p>		

Table 23: Overview of State Contribution for Principal’s Student Growth Goal(s)

Student Growth Goal –State Contribution for Principals (inherited by Assistant Principals)									
SGG Criteria	Principal sets a minimum of 1 SGG tied directly to the CSIP in ASSIST using NGL trajectory; based on GAP population unless the Local goal is based on GAP population.								
Process to determine Interim Trajectory Targets/ Principal Growth Goal(s)	<ul style="list-style-type: none"> • If the ASSIST long term goal(s)/objective(s) is/are set to be accomplished by 2017, then the principal and superintendent should establish Interim Trajectory Target(s) to achieve the long term goal for 2017. The principal will establish new principal SGG(s) each year based on ASSIST goals and objectives. • The interim trajectory target would be calculated based on the current year’s annual Delivery Target (DT) minus the prior year’s Actual Score (AS), as found in the School Report Card. • The Interim Trajectory Target becomes the principal’s goal for the State Contribution for the Student Growth. See example below: 57.3(2013-14 DT) - 47.1 (2012-13 AS)=10.2 (2013-14 ITT) • Based on the formula above, the Interim Trajectory Target/Principal SGG for 2013-14 State Contribution is 10.2 								
Process to determine high, expected, low growth	<ul style="list-style-type: none"> • See H,E,L Chart • This process for setting H,E,L is identical to the TPGES for setting proficiency target levels-H,E,L <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>SGG State Contribution H,E, and L</th> </tr> </thead> <tbody> <tr> <td>HIGH</td> <td>>80% of the target</td> </tr> <tr> <td>EXPECTED</td> <td>70-79% of the target</td> </tr> <tr> <td>LOW</td> <td><69% of the target</td> </tr> </tbody> </table>		SGG State Contribution H,E, and L	HIGH	>80% of the target	EXPECTED	70-79% of the target	LOW	<69% of the target
	SGG State Contribution H,E, and L								
HIGH	>80% of the target								
EXPECTED	70-79% of the target								
LOW	<69% of the target								
Principal and Superintendent Responsibilities	The principal and superintendent must agree to the specific strategies the principal will implement to reach the objective percentage for each year. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement.								

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

Goal Criteria

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

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

The Local Contribution for Student Growth must be based on school need and may parallel the State Contribution, or it may be developed with a different academic focus for improving math, reading, science, social studies, program review, or CTE programs. The Local Contribution for Student Growth must encompass enduring skills, processes, understandings, or concepts that students are expected to master by taking a particular course(s). The goal(s) must be rigorous and congruent with the appropriate academic/industry standards and written in SMART goal format. The Local Contribution must allow high and low achieving students to adequately demonstrate knowledge and must include a

growth target and a proficiency target. The Local Contribution must address GAP, if the State Contribution did not.

Process of Developing Local Goals

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

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

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

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

Table 24: Proficiency and Growth Target Ratings

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

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

Table 25: District Decision Matrix for Local Growth Contribution for SGG

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

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

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

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

Table 26: Principal’s Student Growth Goal(s)/Local Contribution

Local Contribution Goal for Principals (inherited by assistant principal)																									
Criteria	<ul style="list-style-type: none"> The superintendent/designee and principal must determine the exact number of local SGGs by mutual consent. At least one (1) goal must focus on student achievement. Be congruent with appropriate academic/industry standards Encompass enduring skills, processes, understandings or concepts that students are expected to master in a particular course(s); Allow high and low achieving students to adequately demonstrate knowledge and must include a growth target and a proficiency target Must be rigorous and SMART Must include a GAP population, if the State Contribution does not 																								
Process to develop Local Contribution for SGG	<ul style="list-style-type: none"> The principal & superintendent/designee collaboratively develop the principal’s SGGs. See Appendix for setting the PPGES Local Contribution for SGG. See the Henderson County Student Growth Goal Protocol. The process is the same for setting the local contribution for the PPGES SGG as it is for setting the TPGES SGG for teachers. 																								
Process to determine High, Expected, and Low Ratings for Proficiency/ Growth Targets	<p>The process for setting H, E, and L is identical to the TPGES process.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Proficiency and Growth Target Ratings</th> </tr> <tr> <th>Proficiency Rating</th> <th>Proficiency Target</th> <th></th> <th>Growth Target</th> <th>Growth Rating</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>≥80% of the target</td> <td></td> <td>≥80% of the target</td> <td>High</td> </tr> <tr> <td>Expected</td> <td>70-79% of the target</td> <td></td> <td>70-79% of the target</td> <td>Expected</td> </tr> <tr> <td>Low</td> <td>≤69% of the target</td> <td></td> <td>≤69% of the target</td> <td>Low</td> </tr> </tbody> </table>	Proficiency and Growth Target Ratings				Proficiency Rating	Proficiency Target		Growth Target	Growth Rating	High	≥80% of the target		≥80% of the target	High	Expected	70-79% of the target		70-79% of the target	Expected	Low	≤69% of the target		≤69% of the target	Low
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Expected	70-79% of the target		70-79% of the target	Expected																					
Low	≤69% of the target		≤69% of the target	Low																					
Determining the Overall Rating (H, E, L) of the Local Growth Contribution for a Principal’s single SGG	<p>Overall Student Growth Rating results from a combination of professional judgment and a district developed instrument, <i>Henderson County District Decision Matrix for Determining Local Contribution for Student Growth Goal(s)</i>.</p>																								

Table 27: Combining State Contribution & Local Contribution to get the Overall SGG Rating

Combining State Contribution with Local Contribution to get the Overall SGG Rating for one (1) year	<ul style="list-style-type: none"> Once the State Contribution Rating is established for the principal’s SGG it must be weighted as 30% and combined with the Local Contribution weighted as 70% to determine the Overall Student Growth Rating If a principal has only one year of data, that would count for 100% of their growth total. The following formula must be used when combining State (SGP) and Local (LGT) contributions: .7 (LGT) + .3(SGP) = Annual Student Growth Rating
--	---

<p>Combining State Contribution with Local Contribution to get the Overall SGG Rating for up to three (3) years of data</p>	<p>If a principal has an annual Overall Rating for SGG for only one year, this would count for 100% of their student growth. When only two years of data is available the Overall Rating will be a simple average. When a principal has established three years of trend data for both, the Overall Rating for SGG will be based on an average of the three years when available. See the step-by-step directions listed below.</p> <ul style="list-style-type: none"> • Only one year of data = 100% of <u>Overall Student Growth Rating</u> • Two years of data = each year must be equally weighted 50% in the <u>Overall Student Growth Trend Rating</u> • Three years of data = the most recent 3 years must be equally weighted 33.3% in determining the <u>Overall Student Growth Trend Rating</u> <p>Step 1. Once the annual Student Growth Ratings are compiled for each year, the following points will be applied to each of these ratings and used in calculating the average for the <u>Overall Student Growth Trend Rating</u>:</p> <ul style="list-style-type: none"> • HIGH Student Growth Rating = 3 points • EXPECTED Student Growth Rating = 2 points • LOW Student Growth Rating = 1 point <p>Step 2. To find the average for the <u>Overall Student Growth Trend Rating</u>, principals must use the following formula when 3 years of data is available. Annually, the <u>Overall Student Growth Rating</u> must be equally weighted in the calculation of the <u>Overall Student Growth Trend Rating</u>.</p> <p style="text-align: center;">.333(YR 1A)+ .333(YR 2A)+.333(YR 3A)=Overall Student Growth Trend Rating</p> <p>Step 3. The average must then be used to determine H/E/L for <u>Overall Student Growth Trend Rating</u> as indicated in the chart below. (See table below as example) Because the student growth data (from 2015-18) of 1.9 falls within the range of 1.5 - 2.4, the principal's Student Growth Trend Rating is EXPECTED.</p> <table border="1" data-bbox="414 1081 1448 1654"> <thead> <tr> <th colspan="5">Student Growth Trend Rating</th> </tr> <tr> <th>Year</th> <th>LGC (Local Growth Contribution)</th> <th>SGC (State Contribution)</th> <th>Yearly Average .70(LGC)+ 3 (SGC)</th> <th>Each year's yearly Average multiplied by .333 (round to nearest hundredth)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>HIGH (3)</td> <td>EXPECTED (2)</td> <td>.7(3)+.3(2)= 2.7</td> <td>HIGH 2.7 X .333=.90</td> </tr> <tr> <td>2016-17</td> <td>EXPECTED (2)</td> <td>EXPECTED (2)</td> <td>.7(2)+.3(2)= 2.0</td> <td>EXPECTED 2.0 X .333=.66</td> </tr> <tr> <td>2017-18</td> <td>LOW (1)</td> <td>LOW (1)</td> <td>.7(1)+.3(1)= 1.0</td> <td>LOW 1.0X.333=.333</td> </tr> <tr> <td colspan="4">Add final Column to identify Student Growth Trend Rating</td> <td>EXPECTED</td> </tr> <tr> <td colspan="2">Overall Average Score</td> <td colspan="2">Overall Student Growth Trend Rating</td> <td rowspan="4">.90+.66+.333= 1.90</td> </tr> <tr> <td colspan="2">2.5-3.0</td> <td colspan="2">HIGH</td> </tr> <tr> <td colspan="2">1.5-2.49</td> <td colspan="2">EXPECTED</td> </tr> <tr> <td colspan="2">1.0-1.49</td> <td colspan="2">LOW</td> </tr> </tbody> </table>	Student Growth Trend Rating					Year	LGC (Local Growth Contribution)	SGC (State Contribution)	Yearly Average .70(LGC)+ 3 (SGC)	Each year's yearly Average multiplied by .333 (round to nearest hundredth)	2015-16	HIGH (3)	EXPECTED (2)	.7(3)+.3(2)= 2.7	HIGH 2.7 X .333=.90	2016-17	EXPECTED (2)	EXPECTED (2)	.7(2)+.3(2)= 2.0	EXPECTED 2.0 X .333=.66	2017-18	LOW (1)	LOW (1)	.7(1)+.3(1)= 1.0	LOW 1.0X.333=.333	Add final Column to identify Student Growth Trend Rating				EXPECTED	Overall Average Score		Overall Student Growth Trend Rating		.90+.66+.333= 1.90	2.5-3.0		HIGH		1.5-2.49		EXPECTED		1.0-1.49		LOW	
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1.0-1.49		LOW																																														
<p>Superintendent/Designee Responsibilities</p>	<p>Superintendent/Designee will determine an Overall Performance Category for each principal at the Summative evaluation year, annually. The Overall Performance Category is informed by the principal's rating on professional practice and student growth.</p> <ul style="list-style-type: none"> • Superintendent will adhere to timelines in the PPGES • Superintendent will place ratings in CIITS following state requirements. 																																															

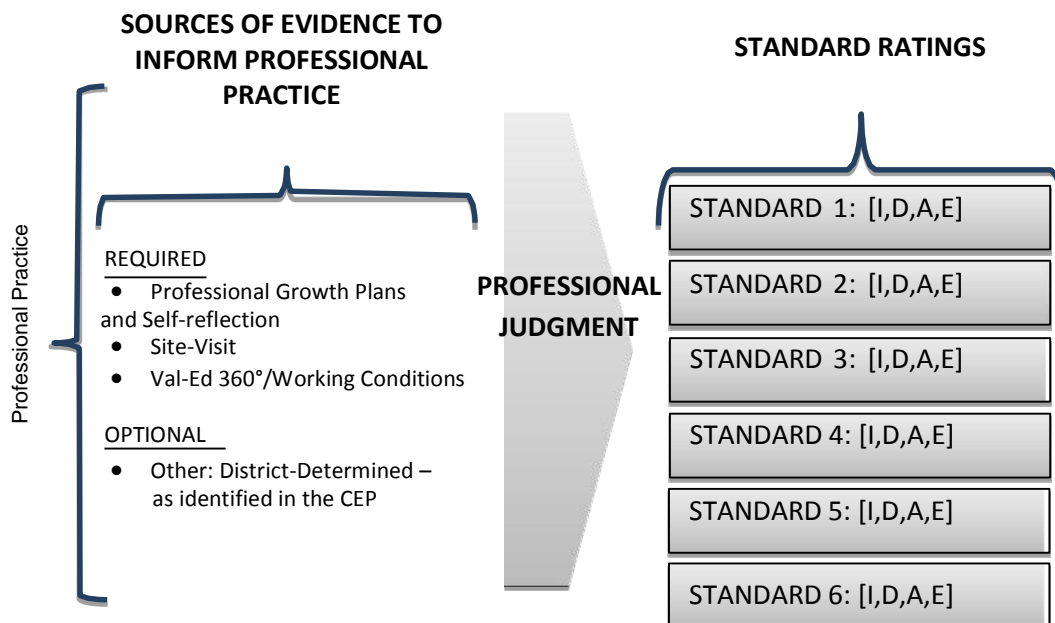
Overview of Determining the Overall Performance Category

Superintendents/designees are responsible for determining an Overall Performance Category for each principal at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator’s rating on Professional Practice and Student Growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator’s performance against the Standards as found in Domain rating, district developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Step 1: Rating Overall Professional Practice

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

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback, and evaluation. Evaluators will organize and analyze evidence for individual educators based on these descriptions of practice. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle. The evaluator will determine, based on evidence, a summative rating for each domain. All ratings must be recorded in CIITS. (See Table 31 for the Professional Practice rating.)



Overall Professional Practice Rating

Then, apply the Professional Practice Overall Rating to the Professional Practice Decision Rules Matrix as shown in Table 28.

Professional Practice Decision Rules

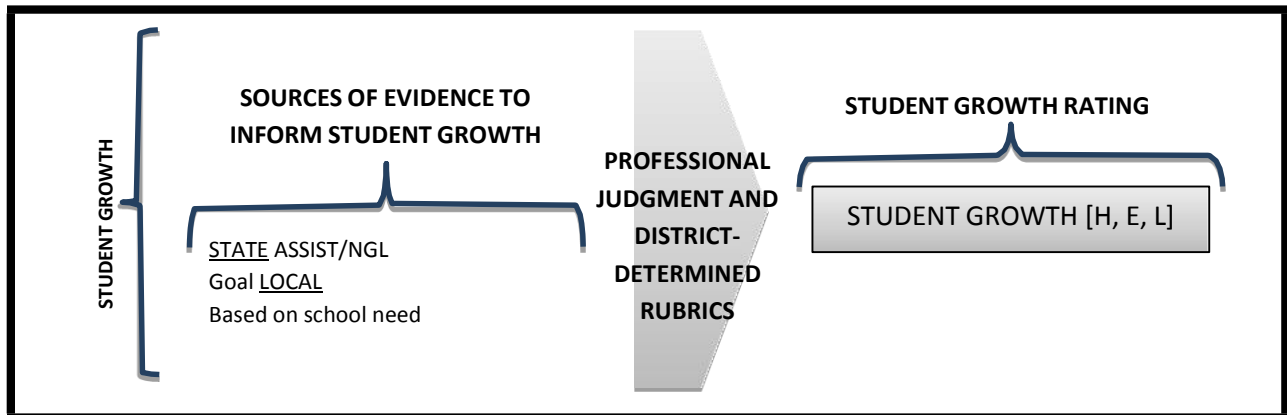
Table 28: Professional Practice Decision Rules

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

Step 2: Rating Overall Student Growth

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

Table 29: Rating Overall Student Growth



Step 3: Determining the Overall Performance Category

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

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

Table 30: Determining the Overall Performance Category

<i>Professional Practice Rating</i>	<i>Overall Student Growth Rating</i>	<i>Overall Performance Category</i>
Exemplary	High or Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected or Low	DEVELOPING
Ineffective	High, Expected or Low	INEFFECTIVE

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

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

**Other District Certified
Personnel
not evaluated under the
Professional Growth and
Effectiveness System**

District administrators who are not principals, assistant principals or the Superintendent shall be evaluated using the following instrument.

**Henderson County Schools
ADMINISTRATOR FORMATIVE INSTRUMENT**

<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-tenured	Plan:	<input type="checkbox"/> Growth	<input type="checkbox"/> Assistance	<input type="checkbox"/> Corrective
Administrator					
Evaluator			Date of Observation ___ / ___ / ___		

Standard 1: Vision

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	1.1 Vision and mission of the school are effectively communicated to staff, parents, students and community.	<input type="checkbox"/> Meets	1.1 Vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.
Meets Does Not Meet	1.2 Core beliefs of the school vision are modeled for all stakeholders.	Meets	1.2 Stakeholders help construct the core beliefs of the school vision.
Meets Does Not Meet	1.3 Progress toward the vision and mission is communicated to all stakeholders.	Meets	1.3 Stakeholders know and help deliver the vision and mission of the school to the community.
Meets Does Not Meet	1.4 Assessment data related to student learning are used to develop the school vision and goals.	Meets	1.4 Assessment data is constantly used to re-develop the school vision and goals.
Meets Does Not Meet	1.5 Barriers to achieving the vision are identified, clarified, and addressed.	Meets	1.5 Barriers to achieving the vision are incorporated in the new goals for a better vision.
Meets Does Not Meet	1.6 Existing resources are used in support of the school vision and goals.	Meets	1.6 Needed resources are sought and obtained to support the implementation of the school mission and goals.

Comments:

Standard 2: School Culture and Learning

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	2.1 All individuals are treated with fairness, dignity and respect.	Meets	2.1 The school culture is evidently one in which all stakeholders are treated with fairness, dignity, and respect.
Meets Does Not Meet	2.2 Students feel valued and important.	Meets	2.2 Due to school culture students know they are valued and important.
Meets Does Not Meet	2.3 Responsibilities and contributions of each individual are acknowledged.	Meets	2.3 The use of symbols, ceremonies, and similar activities promote the contributions of individuals.
Meets Does Not Meet	2.4 A culture of high expectations for self, student, and staff performance is promoted.	Meets	2.4 All school staff have high expectations for student achievement.
Meets Does Not Meet	2.5 Student learning is assessed using a variety of techniques.	Meets	2.5 Plans instructional strategies that require higher order thinking to measure student learning.
Meets Does Not Meet	2.6 School culture and climate are assessed on a regular basis.	Meets	2.6 All decision-making involves the impact the culture has on the school.

Meets	2.7 Technologies are used by teachers in teaching and learning.
Does Not Meet	
Meets	2.8 Pupil personnel programs are developed to meet the needs of students and their families.
Does Not Meet	
Meets	2.9 A variety of supervisory and evaluation models is employed.
Does Not Meet	
Meets	2.10 Gathers and appropriately uses data regarding student achievement to determine effectiveness of teaching and learning.
Does Not Meet	
Meets	2.11 Communicates and uses data with both leaders and teachers in order to inform instructional decisions and set and measure student performance goals.
Does Not Meet	

Meets	2.7 Teachers are expected to use and be monitored at all levels of technology in their teaching strategies.
Meets	2.8 Monitoring of the FRYSC, school guidance programs and other pupil personnel is done to ensure the needs of students and families are being met.
Meets	2.9 Administrator demonstrates usage of supervisory/evaluation models to help teaching become distinguished.
Meets	2.10 Proactively identifies new challenges, moving proficient performance to exemplary level.
Meets	2.11 Provides opportunities for students to reflect on and monitor their own progress.

Comments:

Standard 3: Management

Proficient Performance		Advanced Level Performance	
Meets	3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	Meets	3.1 Operational procedures are designed and managed to maximize opportunities for successful learning, teaching, and student development.
Does Not Meet			
Meets	3.2 School plant, equipment and support systems operate safely, efficiently and effectively.	Meets	3.2 Climate audit and a safe school audit are completed on a regular basis and result in proficient levels of climate and safety.
Does Not Meet			
Meets	3.3 Effective conflict resolution skills are used.	Meets	3.3 Consensus decision-making is used by administration
Does Not Meet			
Meets	3.4 Confidentiality and privacy of school records are maintained.	Meets	3.4 Confidentiality training for appropriate staff is conducted to maintain a confidential system of recording at all times.
Does Not Meet			
Meets	3.5 Effective communication skills are used.	Meets	3.5 All stakeholders are kept informed through the many methods of communication used by the administration.
Does Not Meet			
Meets	3.6 Responsibility is shared to maximize ownership and accountability.	Meets	3.6 Effective group-process and consensus building skills are used.
Does Not Meet			
Meets	3.7 Fiscal resources of the school are managed responsibly, efficiently, and effectively.	Meets	3.7 School bookkeeper attends all yearly update trainings to assure proper adherence to the state regulations.
Does Not Meet			
Meets	3.8 A safe, clean, and aesthetically pleasing school environment is created and maintained.	Meets	3.8 Proper and thorough records are kept by custodial staff to document all cleaning areas and the most effective manner of cleaning.
Does Not Meet			
Meets	3.9 Effective use of technology to manage the schools.	Meets	3.9 All staff documentation is kept in organized fashion through technology.
Does Not Meet			

Comments:

Standard 4: Collaboration

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	4.1 Relationships with community leaders are identified and nurtured.	Meets	4.1 High visibility, active involvement and effective communication with all community members are priorities.
Meets Does Not Meet	4.2 The school and community serve one another as resources.	Meets	4.2 There is outreach to different businesses, religious, political and social service agencies and organizations which can mutually serve in meeting needs.
Meets Does Not Meet	4.3 Diversity is recognized and valued.	Meets	4.3 Diverse partnerships with all community ethnic business groups are established to strengthen programs, support school goals, and promote diversity.
Meets Does Not Meet	4.4 Community collaboration is modeled for staff.	Meets	4.4 Staff members attend community meetings to better understand methods in meeting the needs of students.
Meets Does Not Meet	4.5 Effective media relations are developed and maintained.	Meets	4.5 School has written policy statement regarding how they communicate with the local media and maintains a productive collaborative partnership with the media.
Meets Does Not Meet	4.6 Public resources and funds are used appropriately and wisely.	Meets	4.6 SBDM minutes support the usage of activity and local district monies efficiently to meet the needs of students and staff.

Comments:

Standard 5: Integrity, Fairness, Ethics

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	5.1 Demonstrates a personal and professional code of ethics.	Meets	5.1 Relationships with all stakeholders reveal a personal and professional code of ethics with reflects deep integrity/respect.
Meets Does Not Meet	5.2 Serves as a role model.	Meets	5.2 School, staff and community members speak of the administrator's positive character and leader traits as an exemplary role model for all.
Meets Does Not Meet	5.3 Accepts responsibility for school operations.	Meets	5.3 Sets a growth plan to meet the needs of the school plan.
Meets Does Not Meet	5.4 Treats people fairly, equitably and with dignity and respect.	Meets	5.4 Reviews disciplinary notices on students and staff through reflection.
Meets Does Not Meet	5.5 Protects the rights and confidentiality of the students and staff.	Meets	5.5 Consistently follows all procedures to provide confidentiality and ultimate measures to protect all students and staff.
Meets Does Not Meet	5.6 Fulfills legal and contractual obligations.	Meets	5.6 Adheres to all district, state and federal mandates with maximum outcomes.
Meets Does Not Meet	5.7 Opens the school to public scrutiny.	Meets	5.7 Encourages in-school/out-of-school stakeholders to give feedback on all aspects of school operation.

Comments:

SUMMATIVE EVALUATION FOR ADMINISTRATORS

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

Evaluatee _____	
Evaluator _____	Position _____

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

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

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
<u>Administrator Standards:</u>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Vision		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. School Culture and Learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Management		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Collaboration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Integrity, Fairness, Ethics		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Political, Economic, Legal		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall Rating:			

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

1.. 2. 3. 4. 5. 6.

Evaluatee's Comments:

Evaluator's Comments:

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

Evaluatee: Agree with this summative evaluation _____
 Disagree with this summative evaluation _____ *Administrator's Signature* _____ *Date* _____

Evaluator's Signature _____ *Date* _____

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

Employment Recommendation to Central Office:

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

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

Appeals

**Professional Growth
Assistance Plan
Corrective Action Plan**

Appeals

According to KRS 156.557 Section 9

Section 9.

(1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

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

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

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

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

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

PROCESS AND PROCEDURE

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

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

All certified staff will develop a Professional Growth Plan which is aligned with goals and missions of the school/district/council. This Professional Growth Plan shall be reviewed semi-annually to determine if it has been achieved, or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the primary evaluator. A directed improvement professional growth plan will be developed with the

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

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

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

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

The immediate supervisor or the certified school employee shall designate the primary evaluator. Additional trained administrative personnel may be asked to observe and provide information to the primary evaluator. Peer observations by another teacher trained in the teacher’s content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. Peer observers shall not observe more than 2 peers in the same school year. Peer observers must receive the required state observer training.

THE APPEALS PANEL

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

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

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

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

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

Panel members may seek training through the District Contact Person.

APPEALS PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

The order of the hearing proceeding shall be as follows:

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

evidence may be introduced by the parties and made a part of the hearing record. However, it shall be the responsibility of the parties or their respective counsel to point out to the Panel any particular item of documentary evidence which a party believes has special significance or supports or tends to support the claim or position of a party. The Panel shall rule on the admissibility of any documentary evidence offered. The Panel reserves the right to cause some or all of the documentary evidence tendered to the Panel by a party during the Preliminary Hearing to be made a part of the hearing record at the hearing, subject to a ruling by the Panel on any objection to such action.

The Panel may receive all relevant oral or written evidence without regard to the formal rules of evidence, but shall consider the weight of the evidence received in determining the issues. The hearing shall not be conducted according to technical rules relating to evidence and witnesses. Any evidence deemed relevant by the Panel may be admitted if it is the sort of evidence on which reasonable prudent persons rely in the conduct of their serious affairs regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objections in a civil action. Hearsay evidence may be used for the purpose

of supplementing or explaining other evidence, but shall not be sufficient in and of itself to support a finding unless it would be admissible over objection in civil actions. Irrelevant, immaterial, incompetent, and unduly repetitious evidence may be excluded. Panel members may utilize their experience, technical competence and specialized knowledge and training in the evaluation of the evidence presented.

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

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

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

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

All testimony shall be taken under oath.

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

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

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

The legal advisor may remain with the Panel during its deliberations, but shall not engage in deliberations or in the discussion of the facts or the actual findings. The legal advisor may respond to questions regarding legal issues and may assist the Panel in the drafting of the decision.

APPEALS PANEL DECISION OF THE EVALUATION

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

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

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

APPEALS PANEL HEARING REQUEST FORM

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

This appeal challenges the summative findings on:
(Check one.) _____substance _____procedure _____both substance and procedure

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

Give specific evidence/reasons to support your objections.

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

Signature_____

Date_____

Date of Summative Conference _____

Date evaluator notified of intent to appeal _____

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

Professional Growth - Assistance Plan or Corrective Action Plan Process

Each certified employee of the district is required to have an Individual Professional Growth Plan (PGP) which may be enrichment, assistance, or corrective. If the PGP is considered to be an Assistance Plan or a Corrective Action Plan, the evaluator will provide the evaluatee with additional assistance and supervision to help him/her make the necessary changes in performance to meet district standards. If an employee is on an assistance or corrective plan, time is allowed to improve performance and demonstrate that the objectives/desired outcomes have been attained.

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

To develop a Corrective Action Team, the following procedures would be initiated:

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

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

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

The purpose of the Assistance Plan, Corrective Action Plan and Corrective Action Team is to provide the employee every possibility to attain district standards of performance. Any employee should understand that the request for an Assistance Plan, Corrective Action Plan and/or Corrective Action Team Corrective Action Team is an attempt by the evaluator to help the employee meet standards and avoid additional personnel action, including but not limited to, termination.

Instructions for Completing the Individual Professional Growth Plan for Assistance or Corrective Action

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an *Ineffective* or *Does Not Meet* rating on any one or more Domain/Characteristic/Standard from the summative evaluation or when an immediate change is required in practice or behavior.

The evaluatee, evaluator and/or assistance team must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Development of Assistance Plan

- a. *Identify the specific domain/component/standard(s)* from the evaluation that has an *ineffective* or *does not meet* rating assigned.
- b. *Select the present performance level* that best reflects the evaluatee's level:
I = Ineffective; D = Developing; A = Accomplished; E = Exemplary
- c. *Growth objectives/desired outcomes* must address the specific domain/component/standard(s) rated as *ineffective* or *does not meet* listed in step A. The evaluatee and the evaluator work closely to correct the identified weakness(es).
- d. *Procedures and Activities* for Achieving Goal(s) and Objective(s)
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
- e. *Appraisal Method and Target Date*
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

2. Evaluation of Progress

The evaluator and evaluatee will monitor the progress of the Assistance plan and meet periodically to determine whether growth is being made. If, in the judgment of the evaluator, the employee makes progress, then the Assistance Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. If, in the judgment of the evaluator, the evaluatee does not make progress, then the Corrective Action Team and Corrective Action Plan are developed.

3. Corrective Action Team

The evaluator conferences with the employee and indicates the desire to bring in an assistance team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Corrective Action Plan following the steps listed above.

The Evaluation of Progress will follow the same format with the evaluatee, evaluator and Corrective Action Team meeting periodically.

If, in the judgment of the evaluator, the employee makes progress, then the Corrective Action Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. When there is no improvement in performance toward meeting the standard even with the help of a Corrective Action Team, then the evaluator must take the necessary steps toward the termination of said employee.

INDIVIDUAL PROFESSIONAL GROWTH PLAN

Assistance or Corrective Action [circle one]

EVALUATEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE	TARGETED COMPLETION DATE
DOMAIN/COMPONENT/STANDARD			PRESENT PERFORMANCE LEVEL	
GROWTH OBJECTIVES/ DESIRED OUTCOMES				
PROCEDURES and ACTIVITIES for ACHIEVING OBJECTIVES			TARGETED DATE/APPRaisal METHODS	
Evaluatee's Comments				
Evaluator's Comments				
Implementation <i>*I understand that in the event this plan is deemed unsuccessful, I am subject to next steps as outlined in the Henderson County Schools evaluation plan.</i>				
Employee's Signature: _____		Date: _____		
Supervisor's Signature: _____		Date: _____		

Reviews shall occur as often as needed

Review Evaluatee Signature/Date:	Review Evaluator Signature/Date:		
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Review Evaluatee Signature/Date:		Review Evaluator Signature/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Review Evaluatee Signature/Date:		Review Evaluator Signature/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Assistance Plan/Corrective Action Plan Management Record

	Date	Date	Date	Date
Observations				
Assistance Plan Developed				
Assistance Plan Reviewed				
Assistance Plan Complete or Corrective Plan Developed				
Request for Corrective Team				
Assistance Team Selected				
Evaluator/Evaluated/Team 1st Meeting to explain Corrective Action Team				
2nd Meeting of Team				
3rd Meeting of Team				
Corrective Plan Completed Successfully? [Y/N]				
Summative Evaluation				
Conference with Superintendent and/or Board Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Evaluator _____

Evaluated _____

Correction Action Team Members

Corrective Action Team Log of Activities

Evaluatee:

Evaluator:

Date of Meeting: _____

Persons Present:

Summary of Meeting:

Recommendations:

Next Meeting Date: _____

Appendix

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Initial Self-Reflection for TPGES

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

Teacher:

Date:

School:

Component:	Overall Performance Level	Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. 	I	
	D	
	A	
	E	
1B - Demonstrating Knowledge of Students <ul style="list-style-type: none"> • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. • Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. • Teacher understands the active nature of student learning and attains information about levels of development for groups of students. 	I	
	D	
	A	
	E	
1C - Selecting Instructional Outcomes <ul style="list-style-type: none"> • All outcomes represent rigorous and important learning in the discipline. 	I	
	D	

<ul style="list-style-type: none"> • All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. • Most outcomes represent rigorous and important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. • Outcomes reflect several different types of learning and opportunities for coordination. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes represent moderately high expectations and rigor. • Outcomes take into account the varying needs of groups of students. • Outcomes take into account the varying needs of individual students. • Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. • The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. 	A	
	E	
<p>1D - Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. • Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. • Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. • Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	I	
	D	
	A	
	E	
<p>1E - Designing Coherent Instruction</p> <ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. 	I	
	D	
	A	
	E	

<ul style="list-style-type: none"> Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. 		
<p>1F - Designing Student Assessment</p> <ul style="list-style-type: none"> Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Assessment criteria and standards have been developed, but they are not clear. Assessment methodologies have been adapted for individual students, as needed. Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Some of the instructional outcomes are assessed through the proposed approach, but others are not. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. Teacher intends to use assessment results to plan for future instruction for the class as a whole. Teacher intends to use assessment results to plan for future instruction for groups of students. Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. 	I	
	D	
	A	
	E	
<p>2A - Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. Teacher does not deal with disrespectful behavior. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. 	I	
	D	
	A	
	E	
<p>2B - Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Classroom interactions support learning and hard work. 	I	
	D	

<ul style="list-style-type: none"> • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. • Students understand their role as learners and consistently expend effort to learn. • The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. • The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. • The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys high expectations for learning by all students and insists on hard work. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. • The teacher conveys that with hard work students can be successful. 	A	
	E	
<p>2C Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional time is maximized because of efficient routine and procedures. • Much instructional time is lost through inefficient classroom routines and procedures. • Routines are well understood and may be initiated by students. • Some instructional time is lost through only partially effective classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. • The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • There is little evidence that students know or follow established routines. • There is little loss of instructional time because of effective classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • With minimal guidance and prompting students follow established classroom routines. • With regular guidance and prompting, students follow established routines. 	I	
	D	
	A	
	E	
<p>2D - Managing Student Behavior</p> <ul style="list-style-type: none"> • Response to students’ misbehavior is repressive or disrespectful of student dignity • Standards of conduct appear to have been established, but their implementation is inconsistent. • Student behavior is entirely appropriate. • Student behavior is generally appropriate. • Students challenge the standards of conduct. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. 	I	
	D	
	A	
	E	

<ul style="list-style-type: none"> Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. Teachers’ monitoring of student behavior is subtle and preventative. The teacher monitors student behavior against established standards of conduct. There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. There is inconsistent implementation of the standards of conduct. 		
<p>2E- Organizing Physical Space</p> <ul style="list-style-type: none"> Students contribute to the use or adaptation of the physical environment to advance learning. Teacher makes effective use of physical resources, including computer technology. Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. The physical environment is unsafe, or many students don’t have access to learning resources. The classroom is safe, and essential learning is accessible to most students. The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. The classroom is safe, and learning is accessible to all students, including those with special needs. The teacher’s use of physical resources, including computer technology, is moderately effective. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>3A - Communicating with Students</p> <ul style="list-style-type: none"> During the explanation of content, the teacher invites student intellectual engagement. Students contribute to extending the content and help explain concepts to their classmates. Teacher’s explanation of content is well scaffold, clear and accurate, and connects with students’ knowledge and experiences. Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest. The teacher’s explanation of the content contains major errors. The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. The teacher’s spoken or written language contains errors of grammar or syntax The teacher’s spoken or written language contains errors. The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	

3B - Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • A few students dominate the discussion. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. 	I	
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3C - Engaging Students in Learning <ul style="list-style-type: none"> • Few students are intellectually engaged or interested. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • Students may have some choice in how they complete tasks and may serve as resources for one another. • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. 	I	
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	E	
3D - Using Assessment in Instruction <ul style="list-style-type: none"> • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Assessment is fully integrated into instruction through extensive use of formative assessment. • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. 	I	
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<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. • Questions, prompts, assessments are used to diagnose evidence of learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. • Students self-assess and monitor their progress. • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. 		
<p>3E – Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4A - Reflecting on Teaching</p> <ul style="list-style-type: none"> • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. • Teacher has no suggestions for how a lesson could be improved. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. • Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes general suggestions about how a lesson could be improved. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4B - Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Students contribute information and participate in maintaining the records. 	<p>I</p> <hr/> <p>D</p>	

<ul style="list-style-type: none"> Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion. Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 	A	
<p>4C - Communicating with Families</p> <ul style="list-style-type: none"> Information to families is conveyed in a culturally appropriate manner. Response to family concerns is handled with professional and cultural sensitivity. Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher communication with families—about the instructional program, about individual students—is sporadic and culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. Teacher makes some attempts to engage families in the instructional program. Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Teacher’s efforts to engage families in the instructional program are frequent and successful. 	I	
<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> Teacher avoids becoming involved in school events or school and district projects Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher participates in school events and school and district projects when specifically asked to do so. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher’s relationships with colleagues are negative or self-serving. 	I	
<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher engages in no professional development activities to enhance knowledge or skill. Teacher finds limited ways to contribute to the profession. 	I	
	D	
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<ul style="list-style-type: none"> • Teacher initiates important activities to contribute to the profession. • Teacher makes no effort to share knowledge with others or to assume professional responsibility. • Teacher participates actively in assisting other educators. • Teacher participates in professional activities to a limited extent when they are convenient. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. 	E	
<p>4F - Demonstrating Professionalism</p> <ul style="list-style-type: none"> • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. • Teacher complies fully with school and district regulation. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues. • Teacher complies minimally with school and district regulations, doing just enough to get by. • Teacher displays dishonesty in interactions with colleagues, students and the public. • Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher is honest in interactions with colleagues, students and the public. • Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill-served by the school. • Teacher maintains an open mind in team or departmental decision-making. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. • Teacher’s decisions and recommendations are based on limited but genuinely professional considerations. 	I	
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Evaluator’s Signature: _____

Date: _____

Evaluatee’s Signature: _____

Date: _____

Initial Self-Reflection for Curriculum Specialists

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

Teacher:

Date:

School:

Component:	Overall Performance Level	Rationale:
1A <ul style="list-style-type: none"> • Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development. • Instructional specialist’s knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues. • Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development. • Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development. 	I	
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1B <ul style="list-style-type: none"> • Instructional specialist demonstrates basic knowledge of the school’s program and of teacher skill in delivering that program. • Instructional specialist is deeply familiar with the school’s program and works to shape its future direction and actively seeks information as to teacher skill in that program. • Instructional specialist demonstrates little or no knowledge of the school’s program or of teacher skill in delivering that program. • Instructional specialist demonstrates thorough knowledge of the school’s program and of teacher skill in delivering that program. 	I	
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1C <ul style="list-style-type: none"> • Instructional specialist’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff • Instructional specialist’s goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. • Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff. • Instructional specialist’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. 	I	
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1D <ul style="list-style-type: none"> • Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. • Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional’s skills in implementing the school’s program. • Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. • Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. 	I	
	D	
	A	
	E	
1E <ul style="list-style-type: none"> • Instructional specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. • Instructional specialist’s plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. • Instructional specialist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. • Instructional specialist’s plan is well designed to support teachers in the improvement of their skills. 	I	
	D	
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<p>1F</p> <ul style="list-style-type: none"> • Instructional specialist has a rudimentary plan to evaluate the instructional support program. • Instructional specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. • Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. • Instructional support specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2A</p> <ul style="list-style-type: none"> • Relationships with the instructional specialist are cordial: teachers don’t resist initiatives established by the instructional specialist. • Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. • Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency. • Relationships with the instructional specialist are respectful with some contacts initiated by teachers. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2B</p> <ul style="list-style-type: none"> • Teachers do not resist the offerings of support from the instructional specialist. • Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. • Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. • Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2C</p> <ul style="list-style-type: none"> • Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. • Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. • When teachers want to access assistance from the instructional specialist, they are not sure how to go about it. • Instructional specialist has established clear procedures for teachers to use in gaining access to support. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2D</p> <ul style="list-style-type: none"> • Instructional specialist’s efforts to establish norms of professional conduct are partially successful. • Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct. • No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another. • Instructional specialist has established clear norms of mutual respect for professional interaction. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2E</p> <ul style="list-style-type: none"> • The physical environment does not impede workshop activities. • Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement. • Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. • Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	

<p>3A</p> <ul style="list-style-type: none"> • Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so. • Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school. • Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. • Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>3B</p> <ul style="list-style-type: none"> • Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so. • Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school. • Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. • Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>3C</p> <ul style="list-style-type: none"> • The quality of the instructional specialist’s model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served. • The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. • Instructional specialist’s model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. • The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the teachers being served. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>3D</p> <ul style="list-style-type: none"> • Instructional specialist’s efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available • Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. • Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so. • Instructional specialist locates resources for instructional improvement for teachers when asked to do so. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>3E</p> <ul style="list-style-type: none"> • Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change. • Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. • Instructional specialist adheres to his plan, in spite of evidence of its inadequacy. • Instructional specialist makes revisions to the support program when it is needed. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4A</p> <ul style="list-style-type: none"> • Instructional specialist’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. • Instructional specialist’s reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each. • Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	

<ul style="list-style-type: none"> Instructional specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved. 		
<p>4B</p> <ul style="list-style-type: none"> Instructional specialist’s efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time. Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time. Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late. Instructional specialist’s budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4C</p> <ul style="list-style-type: none"> Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate. Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district. Instructional specialist makes no effort to collaborate with other instructional specialists within the district. Instructional specialist initiates efforts to collaborate with other instructional specialists within the district. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4D</p> <ul style="list-style-type: none"> Instructional specialist’s relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Instructional specialist’s relationships with colleagues are negative or self-serving and the specialist avoids being involved in school and district events and projects. Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4E</p> <ul style="list-style-type: none"> Instructional specialist’s participation in professional development activities is limited to those that are convenient or are required. Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists. Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. Instructional specialist seeks out opportunities for professional development based on an individual assessment of need. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4F</p> <ul style="list-style-type: none"> Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality. Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality. Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality. Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality. 	<p>I</p> <p>A</p> <p>E</p>	

Evaluator’s Signature: _____

Date: _____

Evaluatee’s Signature: _____

Date: _____

Initial Self-Reflection for OPGES Library Media Specialists

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

Teacher:

Date:

School:

Component:	Overall Performance Level	Rationale:
1A <ul style="list-style-type: none"> • School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections. • School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process. • School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process. • School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections. 	I	
	D	
	A	
	E	
1B <ul style="list-style-type: none"> • School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection. • School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection. • School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection. • School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection. 	I	
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1C <ul style="list-style-type: none"> • School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals. • School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instructional services to support these goals. • School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals. • School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals. 	I	
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1D <ul style="list-style-type: none"> School Library Media Specialist has commendable knowledge of the resources within the school’s library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large. School Library Media Specialist is aware of the resources within the school’s library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community. School Library Media Specialist has an extensive knowledge of the resources within the school’s library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond. School Library Media Specialist has little awareness of the resources with the school’s library collection or resources available electronically and does not seek resources outside the library. 	I	
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	A	
	E	
1E <ul style="list-style-type: none"> School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning. School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning. School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning. School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning. 	I	
	D	
	A	
	E	
1F <ul style="list-style-type: none"> School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies. School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit. School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies. School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities. 	I	
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	A	
	E	
2A <ul style="list-style-type: none"> School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist. School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist. School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident. Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs. 	I	
	D	
	A	
	E	

<p>2B</p> <ul style="list-style-type: none"> • School Library Media Specialist maintains a controlled and stifling environment not conducive to learning. • School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately. • School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged. • School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2C</p> <ul style="list-style-type: none"> • Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist. • Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist. • Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist. • Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2D</p> <ul style="list-style-type: none"> • School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior. • School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students. • School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students. • School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>2E</p> <ul style="list-style-type: none"> • The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. • The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings. • The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent. • The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>3A</p> <ul style="list-style-type: none"> • School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all. • School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members 	<p>I</p> <p>D</p> <p>A</p>	

<p>understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.</p> <ul style="list-style-type: none"> • School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments • School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments. 	<p>E</p>	
<p>3B</p> <ul style="list-style-type: none"> • School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own. • School Library Media Specialist asks questions that guide students and help them think about their research topic • School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic • School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process. 	<p>I</p>	
	<p>D</p>	
	<p>A</p>	
	<p>E</p>	
<p>3C</p> <ul style="list-style-type: none"> • School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low. • School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students • School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them. • School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist. 	<p>I</p>	
	<p>D</p>	
	<p>A</p>	
	<p>E</p>	
<p>3D</p> <ul style="list-style-type: none"> • In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress. • In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to- one basis or with small groups. Students occasionally assess the quality of their own work. • In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback 	<p>I</p>	
	<p>D</p>	
	<p>A</p>	
	<p>E</p>	

<p>and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p> <ul style="list-style-type: none"> In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning. 		
<p>3E</p> <ul style="list-style-type: none"> The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan. The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare. The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions. The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4A</p> <ul style="list-style-type: none"> The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies. The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program. The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4B</p> <ul style="list-style-type: none"> The school Library Media Specialist does not maintain accurate or current records. The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year. The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	

<p>4C</p> <ul style="list-style-type: none"> • School Library Media Specialist does not communicate with the school community about the library program and services. • The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. • The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. • The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL’s Standards for the 21st Century Learner and additionally utilizes elements of Empowering Learners: Guidelines for School Library Media Programs to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services. 	I	
	D	
	A	
	E	
<p>4D</p> <ul style="list-style-type: none"> • School Library Media Specialists’ relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects. • School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues. • School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues. • School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues. 	I	
	D	
	A	
	E	
<p>4E</p> <ul style="list-style-type: none"> • School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities. • School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent. • School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators. • School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national. 	I	
	D	
	A	
	E	
<p>4F</p> <ul style="list-style-type: none"> • School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment. • School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. 	I	
	D	
	A	

<ul style="list-style-type: none"> School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs. 	E	
<p>4G</p> <ul style="list-style-type: none"> School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends. School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records. School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records. Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records. 	I	
	D	
	A	
	E	
<p>4H</p> <ul style="list-style-type: none"> School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff. School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff. School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff. School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff. 	I	
	D	
	A	
	E	
<p>4I</p> <ul style="list-style-type: none"> School Library Media Specialist does not adhere to the professional ethics of librarianship. School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association’s Code of Ethics. (See addendums A, B and C) School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C). Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C). 	I	
	D	
	A	
	E	

Evaluator’s Signature: _____

Date: _____

Evaluatee’s Signature: _____

Date: _____

Initial Self-Reflection for OPGES Guidance Counselors

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

1A <ul style="list-style-type: none"> • Counselor demonstrates basic understanding of counseling theory and techniques. • Counselor demonstrates deep and thorough understanding of counseling theory and techniques. • Counselor demonstrates little understanding of counseling theory and techniques. • Counselor demonstrates understanding of counseling theory and techniques. 	I	
	D	
	A	
	E	
1B <ul style="list-style-type: none"> • Counselor displays little or no knowledge of child and adolescent development. • Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns. • Counselor displays partial knowledge of child and adolescent development. • In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns. 	I	
	D	
	A	
	E	
1C <ul style="list-style-type: none"> • Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. • Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. • Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. • Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues. 	I	
	D	
	A	
	E	
1D <ul style="list-style-type: none"> • Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. • Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school. • Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. • Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. 	I	
	D	
	A	
	E	
1E <ul style="list-style-type: none"> • Counselor’s plan has guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. • Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. • Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. 	I	
	D	
	A	
	E	

<ul style="list-style-type: none"> Counselor has developed a plan that includes the important aspects of counseling in the setting. 		
1F <ul style="list-style-type: none"> Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Counselor has a rudimentary plan to evaluate the counseling program. Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. 	I	
	D	
	A	
	E	
2A <ul style="list-style-type: none"> Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. Counselor’s interactions are a mix of positive and negative: the counselor’s efforts at encouraging positive interactions among students are partially successful. Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. 	I	
	D	
	A	
	E	
2B <ul style="list-style-type: none"> Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students. Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers. Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. 	I	
	D	
	A	
	E	
2C <ul style="list-style-type: none"> Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray. Counselor’s routines for the counseling center or classroom work effectively. 	I	
	D	
	A	
	E	
2D <ul style="list-style-type: none"> Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school. Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole. Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school. 	I	
	D	
	A	
	E	

2E <ul style="list-style-type: none"> • The physical environment is in disarray or is inappropriate to the planned activities. • Counseling center or classroom arrangements are inviting and conducive to the planned activities. • Counselor’s attempts to create an inviting and well-organized physical environment are partially successful. • Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement. 	I	
	D	
	A	
	E	
3A <ul style="list-style-type: none"> • Counselor does not assess student needs, or the assessments result in inaccurate conclusions. • Counselor assesses student needs and knows the range of student needs in the school. • Counselor’s assessments of student needs are perfunctory • Counselor conducts detailed and individualized assessments of student needs to contribute to program. 	I	
	D	
	A	
	E	
3B <ul style="list-style-type: none"> • Counselor’s program is independent of identified student needs. • Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. • Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. 	I	
	D	
	A	
	E	
3C <ul style="list-style-type: none"> • Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. • Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. • Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. • Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	I	
	D	
	A	
	E	
3D <ul style="list-style-type: none"> • Counselor does not make connections with other programs in order to meet student needs. • Counselor brokers with other programs within the school or district to meet student needs. • Counselor’s efforts to broker services with other programs in the school are partially successful. • Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. 	I	
	D	
	A	
	E	

<p>3E</p> <ul style="list-style-type: none"> • Counselor adheres to the plan or program, in spite of evidence of its inadequacy. • Counselor makes revisions in the counseling program when they are needed. • Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. • Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4A</p> <ul style="list-style-type: none"> • Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. • Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. • Counselor makes some specific suggestions as to how the counseling program might be improved. Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. • Counselor’s reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4B</p> <ul style="list-style-type: none"> • Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. • Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner. • Counselor’s reports, records, and documentation are generally accurate but are occasionally late. • Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4C</p> <ul style="list-style-type: none"> • Counselor provides no information to families, either about the counseling program as a whole or about the individual students. • Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. • Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of me. • Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4D</p> <ul style="list-style-type: none"> • Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. • Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. • Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. • Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	

<p>4E</p> <ul style="list-style-type: none"> • Counselor’s participation in professional development activities is limited to those that are convenient or are required. • Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. • Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills • Counselor seeks out opportunities for professional development based on an individual assessment of need. 	I	
	D	
	A	
	E	
<p>4F</p> <ul style="list-style-type: none"> • Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality. • Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. • Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality. • Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed. 	I	
	D	
	A	
	E	

Evaluator’s Signature: _____

Date: _____

Evaluatee’s Signature: _____

Date: _____

Initial Self-Reflection for OPGES Therapeutic Specialists (SLP/OT/PT)

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

<p>1A</p> <ul style="list-style-type: none"> • Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license. • Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license • Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license. • Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate 	I	
	D	
	A	
	E	
<p>1B</p> <ul style="list-style-type: none"> • Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students • Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. • Specialist’s goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students. • Specialist’s goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. 	I	
	D	
	A	
	E	
<p>1C</p> <ul style="list-style-type: none"> • Specialist demonstrates basic knowledge of special education laws and procedures • Specialist’s knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies. • Specialist demonstrates little or no knowledge of special education laws and procedures. • Specialist demonstrates thorough knowledge of special education laws and procedure. 	I	
	D	
	A	
	E	
<p>1D</p> <ul style="list-style-type: none"> • Specialist demonstrates basic knowledge of resources for students available through the school or district • Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger • Specialist demonstrates little or no knowledge of resources for students available through the school district. • Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. 	I	
	D	
	A	
	E	
<p>1E</p> <ul style="list-style-type: none"> • Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. • Specialist’s is highly coherent and preventive and serves to support students individually, within the broader educational program • Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. • Specialist has developed a plan that includes the important aspects of work in the setting. 	I	
	D	
	A	
	E	

1F <ul style="list-style-type: none"> • Specialist has a rudimentary plan to evaluate the therapy program. • Specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. • Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important • Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met 	I	
	D	
	A	
	E	
2A <ul style="list-style-type: none"> • Specialist’s interactions are a mix of positive and negative: the specialist’s efforts at developing rapport are partially successful • Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship • Specialist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center. • Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center. 	I	
	D	
	A	
	E	
2B <ul style="list-style-type: none"> • Specialist’s time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner. • Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules • Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules • Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner 	I	
	D	
	A	
	E	
2C <ul style="list-style-type: none"> • Specialist has established procedures for referrals, but the details are not always clear. • Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators • No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it. • Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone 	I	
	D	
	A	
	E	
2D <ul style="list-style-type: none"> • Standards of conduct appear to have been established for the testing and treatment center. Specialist’s attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. • Standards of conduct have been established for the testing and treatment center. Specialist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior • No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. • Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful 	I	
	D	
	A	
	E	
2E <ul style="list-style-type: none"> • The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed • The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. 	I	
	D	
	A	

<ul style="list-style-type: none"> • The testing and treatments center is disorganized and poorly suited to working with students. Materials are usually available. • The testing and treatment center is well organized: materials are available when needed. 	E	
3A <ul style="list-style-type: none"> • Specialist responds to referrals when pressed and makes adequate assessments of student needs • Specialist is proactive in responding to referrals and makes highly competent assessments of student’s needs • Specialist fails to respond to referrals or makes hasty assessments of student’s needs. • Specialist responds to referrals and, makes thorough assessments of student needs. 	I	
	D	
	A	
	E	
3B <ul style="list-style-type: none"> • Specialist’s plans for students are partially suitable for them or sporadically aligned with identified needs. • Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. • Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. • Specialist’s plans for students are suitable for them and are aligned with identified needs. 	I	
	D	
	A	
	E	
3C <ul style="list-style-type: none"> • Specialist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. • Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance • Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner • Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. 	I	
	D	
	A	
	E	
3D <ul style="list-style-type: none"> • Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience. • Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience. • Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience. • Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience 	I	
	D	
	A	
	E	
3E <ul style="list-style-type: none"> • Specialist makes modest changes in the treatment program when confronted with evidence of the need for change • Specialist adheres to the plan or program, in spite of evidence of its inadequacy • Specialist makes revisions in the treatment program when they are needed. • Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input. 	I	
	D	
	A	
	E	

<p>4A</p> <ul style="list-style-type: none"> • Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. • Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. • Specialist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. • Specialist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4B</p> <ul style="list-style-type: none"> • Specialist is available to staff for questions and planning and provides background material when requested • Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. • Specialist is not available to staff for questions and planning and declines to provide background material when requested • Specialist initiates contact with teachers and administrators to confer regarding individual cases 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4C</p> <ul style="list-style-type: none"> • Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. • Specialist’s data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed • Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed • Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4D</p> <ul style="list-style-type: none"> • Specialist’s relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. • Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. • Specialist’s relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. • Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	
<p>4E</p> <ul style="list-style-type: none"> • Specialist’s participation in professional development activities is limited to those that are convenient or are required • Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. • Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. • Specialist seeks out opportunities for professional development based on an individual assessment of need. 	<p>I</p> <hr/> <p>D</p> <hr/> <p>A</p> <hr/> <p>E</p>	

4F <ul style="list-style-type: none"> • Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality • Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues. • Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality • Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. 	I	
	D	
	A	
	E	

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____

Date: _____

Initial Self-Reflection for OPGES School Psychologists

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

1A <ul style="list-style-type: none"> • Psychologist uses a limited number of psychological instruments to evaluate students • Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used • Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students • Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses. 	I	
	D	
	A	
	E	
1B <ul style="list-style-type: none"> • Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology • Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical • Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology • Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology 	I	
	D	
	A	
	E	
1C <ul style="list-style-type: none"> • Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students. • Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues • Psychologist's goals for the treatment program are clear and appropriate to the situation and to the age of the students • Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students. 	I	
	D	
	A	
	E	
1D <ul style="list-style-type: none"> • Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. • Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district. • Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district. • Psychologist's knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the 	I	
	D	
	A	
	E	
1E <ul style="list-style-type: none"> • Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure • Psychologist has developed a plan that includes the important aspects of work in the setting. 	I	
	D	
	A	

<ul style="list-style-type: none"> Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program. Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. 	E	
1F <ul style="list-style-type: none"> Psychologist has a rudimentary plan to evaluate the psychology program. Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important. 	I	
	D	
	A	
	E	
2A <ul style="list-style-type: none"> Psychologist's interactions are a mix of positive and negative: the psychologist's efforts at developing rapport are partially successful. Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center. Psychologist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing center 	I	
	D	
	A	
	E	
2B <ul style="list-style-type: none"> Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful. The culture in the school for positive mental health among students and teachers, while guided by the psychologist is maintained by both teachers Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers. 	I	
	D	
	A	
	E	
2C <ul style="list-style-type: none"> Psychologist has established procedures for referrals, but the details are not always clear Procedures for referrals and for meetings with parents and administrators are clear to everyone Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it. 	I	
	D	
	A	
	E	
2D <ul style="list-style-type: none"> Standards of conduct appear to have been established in the testing center: psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful. Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful. No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation. 	I	
	D	
	A	
	E	

2E <ul style="list-style-type: none"> Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed. The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed. The testing center is well organized; materials are stored in a secure location and are available when needed. The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed. 	I	
	D	
	A	
	E	
3A <ul style="list-style-type: none"> Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral 	I	
	D	
	A	
	E	
3B <ul style="list-style-type: none"> Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards. Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to. Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. 	I	
	D	
	A	
	E	
3C <ul style="list-style-type: none"> Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's. Psychologist assumes leadership of the evaluation team as standard expectations: prepares detailed IEP's Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner Psychologist declines to assume leadership of the evaluation team. 	I	
	D	
	A	
	E	
3D <ul style="list-style-type: none"> Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs. Psychologist's plan for students are suitable for them and are aligned with identified needs. Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. 	I	
	D	
	A	
	E	
3E <ul style="list-style-type: none"> Psychologist maintains occasional contact with physicians and community mental health service providers Psychologist declines to maintain contact with physicians and community mental health service providers 	I	
	D	
	A	

<ul style="list-style-type: none"> Psychologist maintains ongoing contact with physicians and community mental health service providers. Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed 	E	
3F <ul style="list-style-type: none"> Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change Psychologist makes revisions in the treatment program when it is needed Psychologist adheres to the plan or program, in spite of evidence of its inadequacy. Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input 	I	
	D	
	A	
	E	
4A <ul style="list-style-type: none"> Psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. Psychologist does not reflect on practice, or reflections are inaccurate or self-serving Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved. Psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies. 	I	
	D	
	A	
	E	
4B <ul style="list-style-type: none"> Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. 	I	
	D	
	A	
	E	
4C <ul style="list-style-type: none"> Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. 	I	
	D	
	A	
	E	
4D <ul style="list-style-type: none"> Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects. 	I	
	D	
	A	
	E	

4E <ul style="list-style-type: none"> • Psychologist’s participation in professional development activities is limited to those that are convenient or are required. • Psychologist seeks opportunities for professional development based on an individual assessment of need. • Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. • Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. 	I	
	D	
	A	
	E	
4F <ul style="list-style-type: none"> • Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality. • Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. • Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. • Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. 	I	
	D	
	A	
	E	

Evaluator’s Signature: _____

Date: _____

Evaluatee’s Signature: _____

Date: _____

Ongoing Reflection

TPGES & OPGES

One-Year Cycle

Teacher/Other Professional	Position	School	School Year

Reflection for PGES Components: Professional Growth Plan (PGP)
 Student Voice Survey (SVS)
 Student Growth Goal (SGG)

Directions: Complete the on-going self-reflection for PGP/SVS/SGG at mid-year and end-of-year. The mid-year reflection will be reviewed with the primary evaluator during observation post-conference(s) or at other times as requested by the primary evaluator.

PGP Reflections

PGP Mid-Year Date of Reflection:	What progress are you making toward your goal? <hr/> What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?
End-of-Year Date of Reflection:	To what extent did you achieve your goal?

Student Voice Reflections- Complete SVS self-reflections according to the window of administration(s)

<p>SVS</p> <p>Fall</p> <p>Date of Reflection:</p>	<p>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</p>
	<p>What does the Student Voice Survey data tell you about student perception of Instruction (Domain 3)?</p>
	<p>How are you going to use the Student Voice Survey data to inform professional growth?</p>

Student Growth Reflection

<p>SGG</p> <p>Mid-Year</p> <p>Date of Reflection:</p>	<p>What does the mid-year data reveal about student growth?</p>
	<p>What does the mid-year data show about instructional practices?</p>

	How can these results inform my professional growth?
SGG End-of-Year Date of Reflection:	What does the end-of-the year data reveal about student growth?
	What does the end-of-the-year data show about instructional practices?
	How can these results inform my professional growth?

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Student Voice Reflections- Complete SVS self-reflections according to the window of administration(s)

<p>SVS Fall</p> <p>Date of Reflection:</p>	<p>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</p>
	<p>What does the Student Voice Survey data tell you about student perception of Instruction (Domain 3)?</p>
	<p>How are you going to use the Student Voice Survey data to inform professional growth?</p>

Student Growth Reflections

<p>SGG</p> <p>Mid-Year</p> <p>Date of Reflection:</p>	<p>What does the mid-year data reveal about student growth?</p>
	<p>What does the mid-year data reveal about instructional practices?</p>
	<p>How can these results inform my professional growth?</p>

SGG End-of-Year Date of Reflection:	What does the end-of-year data reveal about student growth?
	What does the end-of-year data reveal about instructional practices?
	How can these results inform my professional growth?

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Year 2

Professional Growth Reflections

PGP Mid-Year Date of Reflection:	What progress are you making toward your goal?
	What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?

PGP End-of-Year Date of Reflection:	To what extent did you achieve your goal?

Student Voice Reflections

SVS Fall Date of Reflection:	What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?
	What does the Student Voice Survey data tell you about student perception of Instruction (Domain 3)?
	How are you going to use the Student Voice Survey data to inform professional growth?

Student Growth Reflection

SGG Mid-Year Date of	What does the mid-year data reveal about student growth?
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Reflection:	What does the mid-year data reveal about instructional practices?
	How can these results inform my professional growth?
SGG End-of-Year Date of Reflection:	What does the end-of-year data reveal about student growth?
	What does the end-of-year data show about instructional practices?
	How can these results inform my professional growth?

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

	How are you going to use the Student Voice Survey data to inform professional growth?
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Student Growth Reflections

SGG Mid-Year Date of Reflection:	What does the mid-year data reveal about student growth?
	What does the mid-year data show about instructional practices?
	How can these results inform my professional growth?
SGG End-of-Year Date of Reflection:	What does the end-of-year data reveal about student growth?
	What does the end-of-year data show about instructional practices?
	How can these results inform my professional growth?

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Self-Directed or Directed Professional Growth Plan for Teachers and Other Professionals

Teacher: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

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

Self-Directed Professional Growth Plan

Directions: After completing the Self- reflection tool, complete Parts A and B to identify the professional area(s) of growth, teachers and other professionals shall write their Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Directed Professional Growth Plan

Directions: The primary evaluator shall guide the professional growth plan based on evidence of need.

Part A: Initial Reflection – Establishing Priority Growth Needs

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

<p>Professional Growth Goal:</p> <p><input type="checkbox"/> What do I want to change about my instruction that will effectively impact student learning?</p> <p><input type="checkbox"/> What is my personal learning necessary to make that change?</p> <p><input type="checkbox"/> What are the measures of success?</p>	
--	--

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

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

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

Evaluator's Feedback

Evaluatee's Signature

Date

Evaluator's Signature

Date

Part D: End of Year Reflection – Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:
Next Steps:	

Evaluator's Feedback

Evaluatee's Signature

Date

Evaluator's Signature

Date

TPGES Pre-Observation Document for Scheduled Primary Evaluator & Peer Observations

Directions: If a pre-conference occurs, the evaluatee shall complete the Pre-observation Document for scheduled observations prior to the pre-conference or submit to the observer for electronic pre-conferences.

Teacher	Grade Level/Subject(s)		School	
Observer	Pre-Conference Date		Observation Date	
Observation Type:	Pre-Conference In person		Pre-Conference Electronic	
Observation Type	Mini #1	Mini #2	Full	Peer
	Kentucky Framework for Teaching Guiding Questions			
	Domain 1: Planning and Preparation			
1	What are the learning targets and standard(s) for this lesson? (Component 1C)			
2	What instructional materials/resources will you use? (Attach sample materials you will be using in the lesson.) (Component 1D)			
3	What information, specific to your students' backgrounds, skills, and interests, have you taken into consideration? (Component 1B)			
4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)			
5	What learning experiences will engage students to reach the intended outcomes? (Component 1E)			
6	How will students be assessed for this lesson? (Attach any tests or performance tasks, with rubrics of scoring guides.) (Component 1F)			
7	How will you use the results of the assessment? (Component 1F)			
8	List any specific teaching behaviors you would like monitored.			

	Domain 4: Professional Responsibilities
9	Will this lesson serve as evidence for your Professional Growth Plan? If so, please explain.
10	Student Growth: Will this lesson impact your current student growth goal? If yes, explain.

Evaluatee's Signature/Date

Observer's Signature/ Date

**TPGES Post-conference Document
For
Observations by the Primary Evaluator**

Directions: The observee shall complete the self-reflection questions after each observation in preparation for the post-conference.

Teacher	Grade Level/Subject(s)		School	
Observer	Observation Date		Post-Conference Date	
Observation Type	Mini #1	Mini #2	Full	Peer
Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4				
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)			
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)			
3	If you had the opportunity to teach this lesson again, is there anything that you would differently? What/Why? (Component 4A)			

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing Rapport with Students	I	D	A	E	NA	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E	NA
B: Organizing Time Effectively	I	D	A	E	NA	B: Developing and Implementing Treatment Plans	I	D	A	E	NA
C: Establishing and Maintaining Clear Referral Procedures	I	D	A	E	NA	C: Communicating with Families	I	D	A	E	NA
D: Establishing Standards of Conduct in Treatment Center	I	D	A	E	NA	D: Collecting Information; Writing Reports	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA
Domain 1: Planning and Preparation	Comments/Ratings:										
Domain 4: Professional Responsibilities	Comments/Ratings:										

Observee's Signature/ Date

Observer's Signature/Date

TPGES Post-conference Document For Observations by the Peer Observer

Directions: The observee shall complete the self-reflection questions after each observation in preparation for the post-conference.

Teacher	Grade Level/Subject(s)		School	
Observer	Observation Date		Post-Conference Date	
Observation Type	Mini #1	Mini #2	Full	Peer
Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4				
1	<p>As I reflect on the lesson, to what extent were students productively engaged?</p> <p style="font-size: small;">(Component 4A, 1E, 3C)</p>			
2	<p>Did the students learn what I intended?</p> <p>How do I know?</p> <p style="font-size: small;">(Components 1F and 4A)</p>			
3	<p>If you had the opportunity to teach this lesson again, is there anything that you would differently? What/Why?</p> <p style="font-size: small;">(Component 4A)</p>			
Additional Comments:				

Observee's Signature/ Date

Peer Observer's Signature/Date

OPGES Pre-Observation Document for Scheduled Observations

Directions: If a pre-conference occurs, evaluatees shall complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre-conferences, email the document to the observer.

Other Professional	Position	School	
Observer	Pre-Conference Date	Observation Date	
Pre-Conference Type: <input type="checkbox"/> Pre-Conference In person <input type="checkbox"/> Pre-Conference Electronic			
Observation Type	Mini #1	Mini #2	Full
			Peer

Questions for Discussion:	Notes:
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Describe how the activities/work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the workplace visit?	

Evaluatee's Signature/Date

Observer's Signature/ Date

OPGES Post-Observation/Site Visit Conference Form With the Primary Evaluator

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Other Professional	Position	School		
Observer	Post-conference Date	Observation Date		
Observation Type:	Mini #1	Mini #2	Full	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, 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?	

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing Rapport with Students	I	D	A	E	NA	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E	NA
B: Organizing Time Effectively	I	D	A	E	NA	B: Developing and Implementing Treatment Plans	I	D	A	E	NA
C: Establishing and Maintaining Clear Referral Procedures	I	D	A	E	NA	C: Communicating with Families	I	D	A	E	NA
D: Establishing Standards of Conduct in Treatment Center	I	D	A	E	NA	D: Collecting Information; Writing Reports	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

Domain 1: Planning and Preparation	Comments/Ratings:
---	--------------------------

Domain 4: Professional Responsibilities	Comments/Ratings:
--	--------------------------

Other Professional's Signature*

Date

Evaluator's Signature

Date

OPGES Post-Observation/Site Visit Conference Form With the Peer Observer

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the peer evaluator.

Other Professional	Position	School
Observer	Post-conference Date	Observation Date

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, 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?	

Additional Comments (Optional):

_____	_____	_____	_____
Other Professional's Signature	Date	Peer Observer's Signature	Date

The Peer Observer will supply a copy of this form to the other professional's evaluator to document that the peer observation process was conducted.

A copy will also be provided to the other professional who was observed.

Teacher & OPGES Student Growth Goal (SGG)

Directions for Teacher or Other Professionals: Using the feedback provided by the principal from the initial SGG document, type your final responses to each prompt in the box and submit to the principal for final approval.

Teacher/Other Professional: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

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

Primary Evaluator: [Click here to enter text.](#)

Context

Describe the context, including student population.

Needs Assessment

What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?

Sources of Evidence

What sources of evidence/measures will you use to establish baseline data and measure student growth?

Interval of Instruction

What is the course-long interval of instruction (i.e. trimester, semester, one school year, etc.)?

Expected Growth

What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level?") [Use Growth Target Tool]

Expected Proficiency

What is the proficiency target? What percentage of students will meet or exceed that target? (For example, XX% of my students will meet or exceed level 3 of the rubric?" [Use Proficiency Target Tool]

Goal Statement

Write your complete goal statement here.

Rationale

Explain the rationale for the goal.

Professional Learning

Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP will reflect the support I will need to meet this goal?

Instructional Strategies for Goal Attainment

What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?

Evaluattee's Signature

Date

Evaluator's Signature

Date

Local Contribution (SGG) Resource Guide

Directions for using the Growth Target Tool:

1. Enter the number of your selected student population in **Column A**
2. Use the # of Students in **Column C** to determine how many students must improve on the post- assessment by one performance level or more to achieve your growth target.

Growth Target Tool		
Column A	Column B	Column C
Number of Students <p style="text-align: center;">27</p>	Teacher Performance Rating 80% or higher of the Growth Target= HIGH 70-79% of the Growth Target = EXPECTED 69% or lower of the Growth Target = LOW	# of Students who need to improve by one performance level or more on the Post-Assessment <p style="text-align: center;">22 or more</p> <p style="text-align: center;">19 to 21</p> <p style="text-align: center;">18 or less</p>

Directions for using the Proficiency Target Tool:

1. In **Column A**, enter the number of Students at Proficient Level or Higher on Pre-Assessment measure.
2. Use the % of Students in **Column C** to write your Proficiency Target
3. Use **Column E** to identify the # of Students needed to score *Proficient Level or Higher on Post-Assessment*

Proficiency Target Tool					
Number of Students:		27			
Column A	Column B	Column C	Column D	Column E	Column F
BASELINE # of Students at Proficient Level or Higher on Pre- Assessment	BASELINE % of Students at Proficient Level or Higher on Pre- Assessment	TARGET # of Students needed at Proficient Level or Higher on Post-Assessment	TARGET % of Students needed at Proficient Level or Higher on Post-Assessment	ACTUAL # of Students at Proficient Level or Higher on Post-Assessment	ACTUAL Teacher Performance Rating
2	7%	22	73%	16 or more 14 to 15 13 or less	80% + of the Proficiency Level Target= HIGH 70-79% of the Proficiency Level Target = EXPECTED 69% or lower of the Proficiency Level Target = LOW

Determining the growth and proficiency target ratings

Growth Target Rating

Number of students:	27
Number of Students for Growth Target :	22
Enter the number of Students that <u>improved by one performance level or more</u> on the Post-Assessment :	15
Percent of the Growth Target:	68%
Use the Proficiency and Growth Target Ratings Table below to Identify the Growth Target Rating:	LOW

Proficiency Target Rating

Number of Students:	27
Target Number of Students needed at Proficient Level or Higher on Post-Assessment:	22
Enter the number of Students at <u>Proficient Level or Higher</u> on Post-Assessment:	9
Percent of the Proficiency Target:	41%
Use the Proficiency and Growth Target Ratings Table below to Identify the Proficiency Rating:	LOW

Proficiency and Growth Target Ratings				
Proficiency Rating	Proficiency Target		Growth Target	Growth Rating
High	≥80% of the target		≥80% of the target	High
Expected	70-79% of the target		70-79% of the target	Expected
Low	≤69% of the target		≤69% of the target	Low
*Round to the nearest whole number between performance levels				

Apply the SGG District Decision Matrix

Apply the Growth and Proficiency Target Ratings to the SGG District Decision Matrix to determine the Overall Student Growth Goal Annual Rating.

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

Proficiency Target Rating:

LOW
LOW

Growth Target Rating:

Overall Student Growth Goal Annual

Rating: L,L = Low

Determining Student Growth Trend Rating

Year	MSGP (State – Median Student Growth Percentile)	SGG (Local Growth Total) 100% in Non-State Assessed Grade Levels or Content	Yearly Average .20 (MSGP) + .80 (SGG)	Each Year's Yearly Average Multiplied by .333 (rounded to the nearest hundredth)
2015-2016	Expected (2)	High (3)	.20 (2) + .80 (3) = 2.80	<i>High</i> 2.80 x .333 = .93
2016-2017	Expected (2)	Expected (2)	.20 (2) + .80 (2) = 2.00	<i>Expected</i> 2.00 x .333 = .67
2017-2018	Low (1)	Low (1)	.20 (1) + .80 (1) = 1.00	<i>Low</i> 1.00 x .333 = .33
Add Final Column to Identify Student Growth Trend Rating				
Overall Average Score		Overall Student Growth Trend Rating		
2.5-3.0		HIGH		
1.5-2.49		EXPECTED		
1.0-1.49		LOW		
				Expected .93 + .67 + .33 = 1.93

Applying Rigor & Comparability Rubric for SGG

Rigor & Comparability Rubric of Student Growth Goal				
		Acceptable	Needs Revision	Insufficient
S	Growth Targets/ Population	<input type="checkbox"/> Includes growth and proficiency targets that establish and differentiate expected performance for ALL students.	<input type="checkbox"/> Includes both a growth and proficiency target, but fails to differentiate expected performance for one or both targets.	<input type="checkbox"/> Includes only a growth or proficiency target.
	Baseline Data	<input type="checkbox"/> Detailed information of class profile and disaggregated summary of pretest data are included.	<input type="checkbox"/> Reference to pretest data without details.	<input type="checkbox"/> No explicit statement of baseline data.
M	Assessment Measures	<input type="checkbox"/> Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being addressed.	<input type="checkbox"/> Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standard being addressed.	<input type="checkbox"/> Identifies measures that do not assess the level of competency intended in the standards.
	Appropriateness of Goal	<input type="checkbox"/> Is congruent and appropriate for grade level/content area standards.	<input type="checkbox"/> Is not congruent to content or grade level standards.	<input type="checkbox"/> Is not congruent or appropriate for grade level and content area standards.
R	Structure of Goal	<input type="checkbox"/> Focuses on grade level standards-based enduring skill which students are expected to master.	<input type="checkbox"/> Focuses on standards-based skill that does not match enduring skill criteria.	<input type="checkbox"/> Is not standards-based
	Area of Need	<input type="checkbox"/> Identifies a specific area of need supported by data for current students.	<input type="checkbox"/> Identifies a specific area of need, but lacks supporting data for current students.	<input type="checkbox"/> Is not focused on a specific area of need.
T	Interval of Time	<input type="checkbox"/> Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction.	<input type="checkbox"/> Specifies less than/more than a year-long/course-long interval of instruction.	<input type="checkbox"/> Fails to specify an interval of instruction.
Comparability		<input type="checkbox"/> It reflects use of common measures/rubrics to determine competency in performance at the level intended by the standards being assessed.	<input type="checkbox"/> N/A	<input type="checkbox"/> It does not reflect common criteria used to determine progress.

Sample Assessment Administration and Data Collection Protocol of Common Measures

KINDERGARTEN

Content _____ Month _____ Year _____

Materials Needed: Pencils, Student Response Sheets, Test Booklets, Constructed Response Answer Sheets, Constructed Response Scoring Guide, Class List

Guidelines for Kindergarten Assessment Administration

- Teachers will orally read the directions for each assessment. May repeat directions one time.
- Kindergarten teachers, or an aide, will read through the test to students individually (August through December) OR to small groups (January through May).
- Students will be allowed to mark his/her own answer.

Before the Test

- HIGHLIGHT students who are absent on the class list
- Discuss test taking strategies
- Pass out student assessment
- Determine the time allotment for the test according to the following
- 2 minutes per multiple choice question
- Read and follow testing directions

Specific Directions for Test Administration

To administer the assessment, read aloud the bold-faced directions next to the word SAY. Instructions for the test administrator (e.g., the teacher) are printed in the plain text and should not be read aloud to the students.

SA Today we are going to be taking a standardized test for _____ content. The test contains _____ # of multiple choice items. You have _____ # of minutes to complete the test. You should do the best work you can and your answers should reflect that effort. After _____ minutes, I will say “time’s up”.

Distribute the assessment. Be sure each student gets an assessment and has a pencil with an eraser.

SA You have just received your assessment.

SA

You will be marking all answers on your assessment. You will bubble in multiple choice items with a number 2 pencil, using heavy, dark marks. Be sure to completely erase stray marks, or changed answers.

Check for student understanding by observing the behavior of students. If students appear to be confused, clarify directions as needed, keeping Test Administration practices in mind.

SA

Stop. Put your pencils down. Face me directly. This completes today's assessment. I will be collecting test materials. Please remain silent until all materials have been collected.

Collect student assessment.

Kindergarten Assessment Data Collection Protocol

Specific Directions for Paper and Pencil Assessment Collection

- Score the answer sheets by hand or by using software tools such as Grade Cam
 - Record each student's raw score for the assessment given
 - Bring a copy of the assessment and the raw scores to the specified PLC
-

FIRST GRADE

Content _____ Month _____ Year _____

Materials Needed: Pencils, Student Response Sheets, Test Booklets, Constructed Response Answer Sheets, Constructed Response Scoring Guide, Class List

Guidelines for First Grade Assessment Administration

- Teachers will orally read the directions for each assessment. May repeat directions one time.
- Teachers will read through the test to students as a whole group.
- Teacher may read question and answer choices twice to students.
- Students will be allowed to mark his/her own answer.

Before the Test

- HIGHLIGHT students who are absent on the class list
- Discuss test taking strategies
- Pass out student assessment
- Determine the time allotment for the test according to the following
- 2 minutes per multiple choice question
- Read and follow testing directions

Specific Directions for Paper and Pencil Assessment Administration

To administer the assessment, read aloud the bold-faced directions next to the word SAY. Instructions for the test administrator (e.g., the teacher) are printed in the plain text and should not be read aloud to the students.

SA

Today we are going to be taking a standardized test for _____ content. The test contains _____ # of multiple choice items. You have _____ # of minutes to complete the test. You should do the best work you can and your answers should reflect that effort. After _____ minutes, I will say “time’s up”.

Distribute the assessment. Be sure each student gets an assessment and has a pencil with an eraser.

SA

You have just received your assessment.

SA

You will be marking all answers on your assessment. You will bubble in multiple choice items with a number 2 pencil, using heavy, dark marks. Be sure to completely erase stray marks, or changed answers.

Check for student understanding by observing the behavior of students. If students appear to be confused, clarify directions as needed, keeping Test Administration practices in mind.

SA **Stop. Put your pencils down. Face me directly. This completes today's assessment. I will be collecting test materials. Please remain silent until all materials have been collected.**

Collect student assessment.

First Grade Assessment Data Collection Protocol

Specific Directions for Paper and Pencil Assessment Collection

- Score the answer sheets by hand or by using software tools such as Grade Cam
 - Record each student's raw score for the assessment given
 - Bring a copy of the assessment and the raw scores to the specified PLC
-

GRADES 2-12

Grade _____ Content _____ Month _____ Year _____

Materials Needed: Pencils, Assessment, Assessment Answer Sheets, and Class List

Guidelines for 2nd – 12th Grades Assessment Administration

Before the Test

- HIGHLIGHT students who are absent on the class list
- Discuss test taking strategies
- Pass out student response sheets
- Teachers should have completed the information on their student response sheet
(Name, Teacher Name, Test Title, Student ID # bubbled)
- Determine the time allotment for the test according to the following:
 - 2 minutes per multiple choice question
 - 15 minutes per state-like length passages
 - Read and follow testing directions

Specific Directions for Paper and Pencil Administration

To administer the assessment, read aloud the bold-faced directions next to the word SAY. Instructions for the test administrator (e.g., the teacher) are printed in the plain text and should not be read aloud to the students.

SA

Today we are going to be taking a Common Measure of Assessment for _____ content. The test contains _____ # of multiple choice items. You have _____ # of minutes to complete the test. You should do the best work you can and your answers should reflect that effort. After _____ minutes, I will say “time’s up”.
Distribute the assessment and Student Response Answer Sheets.

SA

You have just received an assessment and a Student Response Sheet. You will be marking all answers on your Student Response Sheet. You will bubble in multiple choice items with a number 2 pencil, using heavy, dark marks. Be sure to completely erase stray marks, or changed answers.

Demonstrate by holding the Student Response Answer Sheet in the air.

SA

You have _____ minutes to work on the test. I will write the START TIME on the board, and I will announce when there are 15 minutes and 5 minutes remaining. You may begin.

Record the start time, the 5-minute mark, and the finish time on the board. Walk around the room paying close attention to the students. Make sure that they are marking their answers

correctly and clearly. Announce when there are 15 minutes remaining and 5 minutes remaining.

SA

There are 15 minutes remaining. / There are 5 minutes remaining.

At the end of this test session, say

SA

Stop. Put your pencils down. Face me directly. This completes today's assessment. I will be collecting the assessment materials. Please remain silent until all materials have been collected.

2nd – 12th Assessment Data Collection Protocol

Specific Directions for Paper and Pencil Assessment Collection

- Score the answer sheets by hand or by using software tools such as Grade Cam
- Record each student's raw score for the assessment given
- Bring a copy of the assessment and the raw scores to the specified PLC

Sample Assessment Administration and Data Collection Protocol for Performance Based Assessments

Content _____ Grade _____ Month _____ Year _____

PERFORMANCE TASK: _____

Before the Test

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

Content _____ Grade _____ Month _____ Year _____

PERFORMANCE TASK: _____

Before the Test

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

Performance Based Assessment Data Collection Protocol

Performance Task _____

Criteria	_____		_____		_____		_____	
	_____	_____	_____	_____	_____	_____	_____	_____
4								
3								
2								
1								

Specific Directions for Performance Based Assessment Data Collection

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

Scoring Guide for Common and Performance Based Assessments

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

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

Title of Assessment			
Date of Assessment:			
# of Students Assessed :			
	# of Students	Percentage of Class	Percentage of D/P Students
Distinguished			
Proficient			
Apprentice			
High Novice			
Medium Novice			
Low Novice			
(Optional) Opportunities for Improvement:			

PPGES

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

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

Principal	
EPSB ID#	
School	
Level	

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

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

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

<i>professional learning, and contributing to the profession.</i>					
7. Student Progress <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i>	I	D	A	E	

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

Part B: Student Growth

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

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

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

Target Performance Standard:

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

Working Conditions Growth Goal Statement:

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

Working Conditions Growth Goal Rubric:

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

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

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

Part D: Professional Growth & Effectiveness Data Reflection

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

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

Other Information on which to Reflect

Survey Results VAL-ED 360 Other: _____

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

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

Other Data Student Achievement Data Non-Academic Data Supervisor Feedback

Other

Data Selected	Results

Questions to Consider:

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

Part E: Connecting Priority Growth Needs to Professional Growth Planning

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

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

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

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

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

Mid-Year Student Growth Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Principal's Superintendent

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:

PPGES - TELL KY Principal Performance Standards Crosswalk

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

Observation Rating Sheet (Administrator)

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

Evaluatee: _____ Date: _____

Evaluator: _____

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

Comments: _____

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

Comments: _____

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

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

Comments: _____

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

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

Comments: _____

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

Comments: _____

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

Comments: _____

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

Evaluatee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____