

Where We

Marion County Public Schools Certified Evaluation Plan

Revised May 2017



Marion County Public Schools Certified Evaluation Plan Committee

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

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

We **BELIEVE** in...

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

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

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

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

Maintaining a safe, welcoming, school environment.

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

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

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



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Glossary of Evaluation Terms

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
3. **Alternative Setting Teachers:** a certified teacher that is working with students in non-traditional setting (i.e. alternative school teacher, In-school suspension teacher, Behavior setting teachers, and any other teacher assigned to this category by the superintendent or designee)
4. **Artifact:** A product of a certified personnel's work that demonstrates knowledge and skills.
5. **Assistant Principal:** means an administrator who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16KAR 3:050.
6. **Certified Administrator-** a certified school personnel, other than a principal or assistant principal, who devotes majority of their time in a position for which administrative certification is required by EPSB.
7. **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.
8. **Conference:** a meeting that includes a conversation between evaluatee and evaluator for the purpose of providing feedback from the evaluator, analyzing the results of observation(s)/work site visit(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.
9. **Corrective Action Plan:** A plan developed by the evaluator as a result of unsuccessful standard rating in a summative and/or when specific assistance and activities are identified to help improve current practices. The duration of the plan can be up to 12 months:
 - a. Teachers and other professionals who are rated ineffective
 - b. Principals who are rated ineffective
10. **Kentucky Framework for Teaching/Specialists Framework for Other Professionals:** the document indicating the domains, components, and descriptors for which certified personnel will be evaluated.
11. **Directed Professional Growth Plan:** guidance, assistance, support and oversight provided by the primary evaluator for a certified employee in an effort to prevent/avoid the need for a corrective action plan. The Directed Assistance Plan is a plan of intervention initiated by the primary evaluator when concern over a certified employee's performance is signaling the need for a corrective action plan.
12. **Documentation:** artifacts created in the day to day world of running a school that can provide evidence of meeting the performance standard.
13. **Evaluation Orientation:** a group or individual session in which the evaluator acquaints evaluatees with the evaluation criteria and processes of the evaluation system within the first month of school.
14. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training.
15. **Evidence:** documents/artifacts/demonstrators that indicate proof of a particular descriptor.
16. **Evaluatee:** District/School personnel that is being evaluated
17. **Formative Evaluation:** defined by KRS 156.577(5)(c) 2.
18. **Improvement Plan:** a plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective
 - b. Principals who are rated ineffective
19. **Indicators:** measurable behaviors and outcomes which demonstrate performance criteria.
20. **Job Category:** the term used to signify a group or class of positions with closely-related functions, such as:

- principal, coordinator or director.
21. **Monitoring:** to supervise; to check systemically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher lesson plans, units of study, interactions with students, parents and each other.)
 22. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgements, and examination of artifacts made during one (1) or more classrooms or work site visits of any duration.
 23. **Observer Certification:** the process of training and ensuring that school personnel who serves as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
 24. **Observer Calibration:** the process of ensuring that an observer has maintained proficiency and accuracy in observing teachers and other professionals for the purpose of evaluation and feedback.
 25. **Other Professionals:** means Speech Therapist, Media Specialist, Guidance Counselors, or other school-based certified personnel other than teachers or administrators that have been assigned this job category by the Superintendent or designee.
 26. **Other District Professionals:** means Instructional Coaches, Technology Integration Specialists, School Psychologists, or other certified district professionals other than district Certified Administrators or administrators that have been assigned this job category by the Superintendent or designee.
 27. **Peer Observation:** observation or work site visits and documentation by a trained school personnel
 28. **Performance Criteria:** performance areas, skills or outcomes on which the certified employee shall be evaluated.
 29. **Performance Rating:** The summative description of a teacher, other professional, principal, assistant principal evaluatee's performance including the ratings listed in section 7(8) of 704KAR3:370.
 30. **Post-Conference:** a meeting between the evaluator/evaluatee or observer/observee to provide feedback after an observation. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. To be held within 5 working days of the observation.
 31. **Pre-Conference:** a meeting between the evaluator/evaluatee or observer/observee to discuss and plan the mini and formal observation(s). This can be done face to face or electronically within one working day of the scheduled observation.
 32. **Primary Evaluator:** the evaluator who is the employee's immediate supervisor (principal or designee)
 33. **Principal:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16KAR 3:050.
 34. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
 35. **Professional Growth Goal:** measurable goal written by certified employees or evaluators using established guiding questions and meets the established criteria checklist.
 36. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
 37. **Professional Learning Community:** educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Dufour, Dufour, Eaker & Many (2006)
 38. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional

- knowledge and skills.
39. **Professional Practice Rating:**—the rating that is calculated for a teacher, or other professional evaluatee pursuant in section 7(8) of 704KAR3:370 and that is calculated for a principal and assistant principal evaluatee pursuant to the evaluatee pursuant of the requirements of section 10(7) of 704KAR 3:370
 40. **Self-Directed Professional Growth** plans are developed collaboratively by the evaluatee and the primary evaluator resembling the **Traditional Professional Growth Plan** process.
 41. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
 42. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Smart, Measureable, Attainable, Realistic, Time-bound)
 43. **Sources of Evidence:** the multiple measures listed in KRS 156.577(4) and in Sections 7 and 10 [8 and 10] of administrative regulation.
 44. **Standards of Performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.
 45. **Student Voice Survey:** the student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practice.
 46. **Summative Conference:** a meeting between the evaluator and the certified employee for the purpose of summarizing conclusions from all data during formative data collections. This conference is documented as a written evaluation report on the Summative Conferencing Form.
 47. **Summative Evaluation:** the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee and a written evaluation report.
 48. **Teacher:** any certified staff person who directly instructs students.
 49. **Work Place Site Visit:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgements, and examination of artifacts made during one (1) or more classrooms or work site visits of any duration.
 50. **Working Conditions Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

Certified Evaluation Procedures and Guidance

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

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

Responsibility for Evaluation

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

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

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

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

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

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

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

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

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

Certified Evaluation Appeals Process:

Appeals Procedure

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

Powers and Conditions

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

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

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

Membership and Election Procedures

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

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

KENTUCKY FRAMEWORK FOR TEACHING/Specialists Frameworks for Other Professionals

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

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

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

- a. Professional Growth Planning and Self-Reflection
- b. Observation (mini/partial & full formal observations/work site visits along with pre-observation and post-observation products)
- c. Student Voice Survey and/or other survey data
- d. Other Products of Practice or Evidence/Artifacts which can include:
 - Other Measures of Student Learning (common assessment data, classroom assessment data, benchmark assessment data, etc.)
 - Products of Practice (lesson plans, intentional plans, syllabus, websites, newsletters, student products, student work displays, student data records, gradebook, record-keeping, curriculum planning documents, patterns of data from at least 3 walk-throughs, informal observations, teacher collected evidence/artifacts)
 - Other Sources (program review evidence, team-developed curriculum units, communication logs, PLC minutes, teacher reflections, teacher interviews, teacher committee or team contributions, perception surveys, teacher attendance, video lessons, engagement in professional organizations, action research, records of student and/or teacher attendance, memos or letters with evaluator and evaluatee signatures or any other related documentation)

All components and sources of evidence related to supporting an educator's professional practice will be completed and documented to inform the overall performance category.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FFT	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities						
	Component	1 a	1 b	1 c	1 d	1 e	1 f	2 a	2 b	2 c	2 d r	2 e	3 a s	3 b	3 c	3 d	3 e	4 a	4 b	4 c	4 d	4 e	4 f	
SOURCES OF EVIDENCE	Supervisor Observation	Evidence (pre and post conferences)						Observation									Evidence (pre and post conferences)							
	Student Voice							Kentucky Student Voice Survey																
	Professional Growth	Professional Growth Planning and Self Reflection																						
	Self-Reflection																							
	Peer Observation							Observation																

PROFESSIONAL PRACTICE

Evaluation Orientation

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

Self-Reflection and Professional Growth Planning

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

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

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

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

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

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

revised. At the end of the school year by April 15th during the summative evaluation conference, the PGP will be reviewed to determine the degree of goal attainment and implications for next steps. For teachers hired after December 1, the mid-year conference will be adjusted to approximately half-way between the hire date and April 15th. For certified staff members who are not in their summative year, the PGP will be reviewed during the end-of-year conference by April 30th.

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

The observation/work site visit process is one source of evidence to determine a teacher's, other professional's and other district professional's effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of professional practice. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

- Three (3) observations in the summative cycle. All observations must be documented on Form F

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

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

For Other District Professionals on a **one (1) year cycle** an evaluator will conduct a work site visit before **December 20** and a second work site visit before **April 15th**.

For All teachers and other professionals on a **three (3) year cycle** an evaluator will conduct two mini observations of minimally 20-30 minutes each during year 1 and year 2. The final observation is a full class or lesson/work site visit occurring during the summative year before **April 15th**. The principal or designee may increase the length, frequency, and nature of observations/work site visits conducted for the purpose of evaluation based on the individual needs and/or performances of evaluatee. All formative evaluation observations will be recorded on the appropriate Form F.

NonTenured Teachers; NonTenured Other Professionals; Tenured Teachers on a one (1) Year Cycle 3 Observations EACH Year			
Observation Type	Frequency	Observer	Timeline
Full Observation Or Work Site Visit	Minimum of two (2) per year	Evaluator	#1- After the evaluation orientation and prior to December 20 th #2- The final observation occurs after the mini/partial observation and prior to March 31 st
Mini/Partial Observation/Work Site Visit (20-30 minutes)	Minimum of (1) one per year	Evaluator	Between the 1 st and 2 nd Full Observation

Tenured Teachers and Tenured Other Professionals 3 Observations minimum in a Three Year Cycle			
Summative Year			
Observation Type	Frequency	Observer	Timeline
Full Observation/Work Site Visit	Minimum of (1) one time in the summative year	Evaluator	Final observation occurs after the evaluation orientation meeting and mini/peer observation and prior to April 15th
Formative Years			
Mini/Partial Observation/Work Site Visit (20-30 minutes)	Minimum of (1) one time per year in each formative years.	Evaluator	After the evaluation orientation meeting and prior to April 15th

Observation/Work Place Visit Conferencing

Observers will adhere to the following observation conferencing requirements

- Conduct post- observation conference and complete document **within five (5) working days** for all observations (mini/partial, full).
- The summative evaluation conference and completion of document shall be held at the end of the summative evaluation cycle before **April 15th**.
- The administrator may determine that the pre-observation conference may be conducted through electronic, written, or in-person correspondence on **all observations** at least one (1) working day prior to observation/work site visit.
- A Pre-observation form (Form B: Pre-observation Template) and/or lesson plan/intentional plan must be submitted to the observer at least one (1) working day prior to the observation for full observation types. (Optional for mini/partial observations). Evaluator and evaluatee with both sign and date any submitted document.

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

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

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

Yearly Evaluation Process--Marion County Schools

INTERN TEACHER (KTIP) (NON-TENURED first year teachers)	ONE (1) YEAR CYCLE (Non-tenure teachers and Non-tenure other professionals and tenure teachers on directed 1 year cycle)	THREE (3) YEAR CYCLE (Tenure teachers and tenure other professionals on a self-directed cycle)
KTIP guidelines and procedures will be followed.	Evaluation Orientation (Group or Individual session): The evaluation criteria & processes used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school year.	
	Self-Reflection and Professional Growth Planning: An individual PGP (Form A) shall be developed and submitted to the evaluator for approval by September 30 . New hires may submit within 45 days of reporting for employment.	

FORMATIVE OBSERVATION PHASE (data collection)

	Pre-conference(s) (at least 1 working day prior to observation-in person or electronic) <ol style="list-style-type: none"> 1. who observes 2. when and where observations are to occur 4. Form B: Pre-observation Template and/or Lesson Plan/intentional plan (optional for minis) 5. other exchange of information 	
Formative Observation <ol style="list-style-type: none"> 1. minimum of nine (9) observations per year (3 observations from principal, 3 observations from University Contact, and 3 observations from resource teacher) 2. prior to each formative conference 3. use KTIP form and timelines <i>*more observations may occur when results are unsatisfactory by evaluator</i>	Formative Observation <p>Minimum of three observations/work place site visits per year when results are satisfactory: 1 full observation/work place site visit conducted by Dec. 20 by evaluator; followed by a mini/partial observation/work place site visit by evaluator; and then 1 full observation/work place site visit conducted before March 31 by evaluator.</p> <i>*more observations/work place site visits may occur when results are unsatisfactory by evaluator</i>	Formative Observation <p>Minimum of three observations/work place site visits every three (3) years per cycle when results are satisfactory: 1 mini/partial observation/work place site visit conducted before April 15 during year 1 and year 2 by evaluator; 1 full observation/work place site visit before April 15 during year 3 by the evaluator</p> <i>*more observations/work place site visits may occur when results are unsatisfactory by evaluator</i>
Formative Conference- (post) <ol style="list-style-type: none"> 1. minimum of three (3) per year 2. intern committee 3. conference with intern follows observation within 5 work days 4. open discussion of observation and feedback to teacher regarding 	Formative Conference- (post) <ol style="list-style-type: none"> 1. minimum of three per year 2. evaluator/evaluatee 3. within 5 work days following each observation/work place site visit 4. open discussion of 	Formative Conference- (post) <ol style="list-style-type: none"> 1. minimum of three every three (3) years per cycle when results are satisfactory 2. evaluator/evaluatee 3. within 5 work days following each observation/work place site visit

performances/product 5. discuss/establish/revise individual professional growth plan activities 6. written report <i>*more conferences may occur when results are unsatisfactory</i>	observation/work place site visit and feedback to teacher and other professional regarding Performances/product 5. discuss/establish/revise individual professional growth plan activities 6. Formative observation Form F is completed. <i>*more conferences may occur when results are unsatisfactory</i>	4. open discussion of observation and feedback to teacher and other professional regarding performances/product 5. discuss/establish/revise individual professional growth plan activities 6. Formative observation Form F is completed. <i>*more conferences may occur when results are unsatisfactory</i>
Mid-year Review Conference- a conference is held approximately half-way through the evaluation process to check on the progress of action plans with the PGP Goals. At this time, plan and action steps can be modified, deleted, or added in order to meet goals by the end of the year summative conference. Mid-year conference can be held in conjunction with a formative evaluation post observation conference but before January 31 . For hires after December 1, the mid-year conference should occur approximately half-way between the hire date and April 15. Mid-year conference is noted on Form A-part C.		

SUMMATIVE PHASE (decision making)

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

District teacher personnel files shall contain:

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

Observer Certification

All administrators serving as a primary evaluator must complete the initial (12 hours) of certified evaluation training approved by KDE prior to conducting observations for the purpose of evaluations. To ensure consistency of observations, required evaluators must also complete evaluation training prepared by the district office.

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process each year. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. Additional coaching will occur for principals in which additional practice is indicated from the calibration process.

Student Voice

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

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

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

	voice and special education guidelines.
Student Voice Survey Timelines	Student voice surveys will be administered during the state survey window.

DETERMINING THE OVERALL PERFORMANCE CATEGORY

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

Rating Overall Professional Practice

The Kentucky Framework for Teaching/Specialist Framework for Other Professionals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

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

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

Professional Growth Plan and Summative Cycle

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

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS	
PROFESSIONAL PRACTICE RATING	ACCOMPLISHES • EXEMPLARY
	DEVELOPING
	INEFFECTIVE
	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <p>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.</p>
	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <p>Goal(s) set by evaluator with teacher input; Formative review annually.</p>
	<p>ONE YEAR DIRECTED GROWTH PLAN</p> <p>Goal determined by evaluator Goals focused on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at midpoint Summative at end of plan</p>

PRINCIPAL AND OTHER BUILDING LEVEL ADMINISTRATORS EVALUATION SYSTEM

PRINCIPAL EVALUATION PROCESS -

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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site Visits
 - Leadership Survey (TELL, or other stakeholder survey)
 - Working Conditions Goal
 - Action Research
- **Products of Practice/Other Sources of Evidence**
 - Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.
 - Evaluators may use the following categories of evidence in determining overall ratings:
 - Products of Practice
 - SBDM Minutes

- o Faculty Meeting Agendas and Minutes
- o Department/Grade Level Agendas and Minutes
- o PLC Agendas and Minutes
- o Leadership Team Agendas and Minutes
- o Instructional Round/Walk-through documentation
- o Budgets
- o EILA/Professional Learning experience documentation
- o Surveys
- o Professional Organization memberships
- o Parent/Community engagement events documentation
- o School schedules
- o Or other related sources and documentation

All components and sources of evidence related to supporting a principal's professional practice ratings will be completed and documented to inform the overall performance category. Summative ratings will be recorded on the appropriate Form G.

Professional Practice

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

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

The Professional Growth Plan will be developed by September 30th and address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-Reflection improves principal and assistant principals practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. All principals and assistant principals will participate in self-reflection and professional growth planning each year. Late hires will complete self-reflection and PGP within 30 days of appointment.

Principal/Assistant Principal PGP Timeline

By July 31	Superintendent (designee) reviews expectations of evaluation (Evaluation Orientation)
By September 30 or within 20 days following state data release if after Sept. 30 th	Principal/Assistant Principal collaboratively develop Professional Growth Goal/Plan
June 30	Summative reflection and Evaluation- Conference with principal/assistant principal to review progress made toward goals and planning next steps.

*Additional conferences may be held as deemed necessary to monitor PGP process. Evaluation requirements remain the same for late hires except timelines may be adjusted to ensure two site-visits occur. Timelines will also be adjusted for evaluatees that have extended leaves that interfere with the dates stated in this plan. Site visits and conferencing should resume in a reasonable period once the evaluatee returns to work.

Site-Visits (Formal site visits are not required for assistant principals)

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

Working Conditions Goal (Goal inherited by assistant principal)

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

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

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

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

Products of Practice/Other Sources of Evidence

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

- o Budgets
- o EILA/Professional Learning experience documentation
- o Surveys
- o Professional Organization memberships
- o Parent/Community engagement events documentation
- o School schedules

DETERMINING THE OVERALL PERFORMANCE CATEGORY

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice..

Rating Overall Professional Practice

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

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

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

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

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

CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY

Professional Growth Plan and Summative Cycle

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

PROFESIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a professional growth plan with goals developed by the evaluatee in collaboration with the Evaluator.
	ACCOMPLISHED	
DEVELOPING		Shall have a minimum of a professional growth plan with goals set by evaluator with input from Evaluatee
	INEFFECTIVE	

Shall have a minimum of a professional growth plan, for a duration of up to one (1) year, with goals set by the evaluator.

Other Certified District Professionals Evaluation Documents

● Central Office Supervisors

Starting during the 2015-16 school year, Central Office Supervisors will use the form A using the standards from the Superintendent evaluation system. The Superintendent or designee in collaboration with the central office supervisor will assign the standards of SPGES that relate to the Central Office Supervisors job description.

Professional Growth Plan timelines will be the same as principals.

Timeline	Action
First 30 Calendar Days	Evaluation Orientation
By September 30	Self-reflection and Professional Growth Plan completed
By June 30	Summative reflection and Evaluation

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

Superintendent Performance Standards

The Superintendent Performance Standards are designed to support student achievement and professional best-practice through the standards of Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, Collaborative Leadership, and Influential Leadership. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a supervisor's professional practice will be situated within one or more of the 7 standards. Performance will be rated for each standard according to the four performance levels: Growth Needed, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how supervisors respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives the flexibility to account for a wide variety of factors related to individual supervisor's

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

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

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

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

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

DETERMINING THE OVERALL PERFORMANCE CATEGORY

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

Rating Overall Professional Practice

Using sources of evidence for superintendent or designee will use professional judgement to determine a rating for each standard.

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

EVALUATION FORMS

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

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

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

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

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

Professional Respon.	4A	4B	4C	4D	4E	4F	
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Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

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

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

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

	Action Plan		
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
	Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> PLC documents	<input type="checkbox"/> Ongoing Self-Reflection

<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Logs	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)			

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

Reflective practice & professional growth planning Template

OPGES: Guidance Counselors

Form A

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

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

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

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

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

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

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

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

		Principal Signature_____
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Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

Reflective practice & professional growth planning Template

OPGES: Library Media Specialist **Form A**

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

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

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

4H – Managing Personnel	I	D	A	E	
4I – Professional Ethics	I	D	A	E	

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

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

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

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

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

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

Mid-year review conducted on:		Teacher Signature_____ Principal Signature_____

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

Reflective practice & professional growth planning Template

OPGES: Speech Therapist

Form A

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

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

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

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

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

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

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

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

Reflective practice & professional growth planning Template

OPGES: School Psychologist

Form A

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

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

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

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

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

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)			
<ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> PLC documents	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Logs	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)			

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

Reflective practice & professional growth planning Template

Other District Professionals-Instructional Coach, Technology Integration Specialist

Form A

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

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

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

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

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

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

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

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

I acknowledge that the standards/indicators selected below provide appropriate criteria for evaluating the completion of my job duties. Furthermore, I understand these standards/indicators were mutually selected by me and my evaluator and that my evaluation will not be subject to a number of standards/indicators exceeding fifteen (15) in total.

Evaluator Signature: _____ Date: _____

Evaluatee Signature: _____ Date: _____

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

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

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

community and community involvement in the schools <i>Stakeholder/Community Involvement</i>					
3H - Creates an environment that values and promotes diversity <i>Diversity</i>	I	D	A	E	
4A - Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction <i>Resourcing</i>	I	D	A	E	
4B – Creates and monitors processes for educators to assume leadership and decision-making roles <i>Staffing</i>	I	D	A	E	
4C – Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions <i>HR Functions</i>	I	D	A	E	
4D - Uses data to create and maintain a positive work environment <i>Culture/Environment</i>	I	D	A	E	
4E – Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs <i>Professional Learning</i>	I	D	A	E	
4F – Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations <i>Evaluation</i>	I	D	A	E	
5A - Prepares and oversees a budget that aligns resources with the district's vision and needs <i>Finance</i>	I	D	A	E	
5B - Identifies and plans for facility and technology needs <i>Capital Planning</i>	I	D	A	E	
5C - Continually assesses programs and resource allocation <i>Resourcing</i>	I	D	A	E	
5D - Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology <i>Effectiveness and Efficiency</i>	I	D	A	E	
5E - Builds consensus and resolves conflicts effectively <i>Conflict Resolution</i>	I	D	A	E	
5F - Assures an effective system of districtwide	I	D	A	E	

communication <i>Communication</i>					
5G - Continually assesses the system in place that ensures the safety of students and staff <i>Safety and security</i>	I	D	A	E	
5H - Works with local and state agencies to develop and implement emergency plans <i>Safety and security</i>	I	D	A	E	
6A - Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools <i>Vision and high expectations</i>	I	D	A	E	
6B - Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success <i>Stakeholder/Community Involvement</i>	I	D	A	E	
6C - Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities <i>Professional Learning/Stakeholder Involvement</i>	I	D	A	E	
6D - Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school <i>Stakeholder Involvement</i>	I	D	A	E	
7A - Understands the political systems involving the district <i>Political Context</i>	I	D	A	E	
7B - Defines, understands, and communicates the impact on proposed legislation <i>Legal/Ethical</i>	I	D	A	E	
7C - Applies laws, policies and procedures fairly, wisely, and considerately <i>Legal</i>	I	D	A	E	
7D - Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities <i>Legal</i>	I	D	A	E	
7E - Accesses local, state and national political systems to provide input on critical educational issues <i>Political Context; Stakeholder/Community Involvement</i>	I	D	A	E	

<p>Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.</p>	<p>Step 2: Select two components from either Domain 1 - 7 from those circled for the focused professional growth goal development to develop two professional growth goals in Part b.</p>
--	---

2 A	2 B	2 C	2D	2E	2F			Domain Selected for 1 st growth goal:
3 A	3 B	3 C	3D	3E	3F	3G	3H	
1 A	1 B	1 C	1D	1E	1F	1G		
4 A	4 B	4 C	4D	4E	4F			
5 A	5 B	5 C	5D	5E	5F	5G	5H	Domain Selected for 2 nd growth goal:
6 A	6 B	6 C	6D					
7 A	7 B	7 C	7D	7E				

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

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

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

<input type="checkbox"/> Other: (please specify)	
--	--

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Form A

Principal	
EPSB ID#	
School	
Level	

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

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

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

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

Part B: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

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

Target Performance Standard:

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

Working Conditions Growth Goal Statement:

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

Working Conditions Growth Goal Rubric:

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

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

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

Other Data/Action Research ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback

☐ Other

Data Selected	Results
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Questions to Consider:

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

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, 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) 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(desinee) Signature:	Date:

-Certified Personnel-

Form B

PRE-OBSERVATION DOCUMENT

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

Preconference (Planning Conference)

Questions for Discussion:	Notes:

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

Form F

Employee Name _____ **Date of Observation** _____
Oberserver _____ **Post Ob Conference Date** _____

Classroom Environment	Instruction/ Delivery of Service	Evaluatee Comments:
2A Respect and Rapport/Trust and Respect 1 2 3 4	3A Communicating/Eval Student Needs 1 2 3 4	
2B Culture 1 2 3 4	3B Questioning and Discussion Techniques/student plans 1 2 3 4	
2C Procedures 1 2 3 4	3C Engaging Students/teachers in learning/communicating 1 2 3 4	
2D Behavior 1 2 3 4	3D Assessment/Reports/Resources 1 2 3 4	
2E Organizing Physical Space 1 2 3 4	3E Flexibility and Responsiveness 1 2 3 4	
		Evaluator Comments:
		1-Ineffective 2-Developing 3-Accomplished 4 Exemplary
Domain 2 ___Exemplary ___Accomplished ___Developing ___Ineffective	Domain 3 ___Exemplary ___Accomplished ___Developing ___Ineffective	___I agree with the evaluation ___I disagree with the evaluation for the following reasons:

Evaluatee Signature

Date

Evaluator Signature

Date

**Marion County Public Schools Other District Professionals SUMMATIVE EVALUATION FORM
Form G**

Employee Name _____

Observer _____

Conference _____

<u>Planning and Preparation</u>	<u>Environment</u>	<u>Delivery of Service</u>	<u>Professional Responsibilities</u>	<u>Overall Rating</u>
<u>DOMAIN 1</u> <ul style="list-style-type: none">• EXEMPLARY• ACCOMPLISHED• DEVELOPING• INEFFECTIVE	<u>DOMAIN 2</u> <ul style="list-style-type: none">• EXEMPLARY• ACCOMPLISHED• DEVELOPING• INEFFECTIVE	<u>DOMAIN 3</u> <ul style="list-style-type: none">• EXEMPLARY• ACCOMPLISHED• DEVELOPING• INEFFECTIVE	<u>DOMAIN 4</u> <ul style="list-style-type: none">• EXEMPLARY• ACCOMPLISHED• DEVELOPING• INEFFECTIVE	<u>Professional Practice Rating</u> <ul style="list-style-type: none">• 4• 3• 2• 1

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

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

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

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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

MARION COUNTY PUBLIC SCHOOLS (Teachers and Other Professionals) SUMMATIVE EVALUATION-Form G

Employee Name _____

Observer _____

Conference _____

<u>Planning and Preparation</u>	<u>The Classroom Environment</u>	<u>Instruction</u>	<u>Professional Responsibilities</u>
DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
<ul style="list-style-type: none"> • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE 	<ul style="list-style-type: none"> • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE 	<ul style="list-style-type: none"> • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE 	<ul style="list-style-type: none"> € EXEMPLARY € ACCOMPLISHED € DEVELOPING € INEFFECTIVE

TEACHER OVERALL PERFORMANCE CATEGORY	Evaluator's Comments	Evaluatee's Comments
PROFESSIONAL PRACTICE RATING (DOMAINS 1-4)		
<input type="checkbox"/> EXEMPLARY		
<input type="checkbox"/> ACCOMPLISHED		
<input type="checkbox"/> DEVELOPING		
<input type="checkbox"/> INEFFECTIVE		

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

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

Signature

Date

Evaluatee

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

☐ I agree with the above evaluation.

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

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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

**MARION COUNTY SCHOOLS
CERTIFIED EVALUATION APPEALS FORM**

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

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

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

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

Signature _____ Date _____

Note:

Complete for each standard addressed

School

Year _____

Form I

**Marion County Schools
Individual Corrective Action Plan**

Date:

Name:

Work Site:

Title:

Standards Number	Growth Objective/Goal(s) (describe desired outcome(s))	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Target Dates

Attach more pages if necessary

Evaluatee's Comments

--

Individual Corrective Action Plan Developed:	Status ____ Achieved ____ Revised ____ Continued ____
Evaluatee's Signature: Date:	Evaluatee's Signature: Date:
Evaluator's Signature: Date:	Evaluator's Signature: Date:

Progress Review Meetings:

Date:

Comments:

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

					Observation 1				Observation 2			Observation 3			
Teacher Last Name	Teacher First Name	Date of Hire	Tenure/Non-Tenure/Internship	Evaluation Orientation Date	Pre-observation date	Observation date	Conference date	Midyear conference date	Pre-observation date	Observation date	Conference date	Pre-observation date	Observation date	Conference date	Summative conference date

Principal Formative Review

Form F

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

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

Performance Standard 1: Instructional Leadership

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

Performance Standard 2: School Climate

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

Performance Standard 3: Human Resources Management

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

learning, teacher leaders).	support personnel.		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments Click here to enter text.	Comments Click here to enter text.	Comments Click here to enter text.	Comments Click here to enter text.

Performance Standard 4: Organizational Management

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

Performance Standard 5: Communication and Community Relations

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

Performance Standard 6: Professionalism

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

Evaluator Signature _____ Date _____

Principal or Assistant Principal Signature _____

Principal Summative Performance Report

Form G

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

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

Performance Standard 1: Instructional Leadership

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

Performance Standard 2: School Climate

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

Performance Standard 3: Human Resources Management

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

Comments Click here to enter text.	Comments Click here to enter text.	Comments Click here to enter text.	Comments Click here to enter text.
--	--	--	--

Performance Standard 4: Organizational Management

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

Performance Standard 5: Communication and Community Relations

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

Performance Standard 6: Professionalism

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

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

Areas Noted for Improvement: [Click here to enter text.](#)

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

PRINCIPAL/ASST. PRINCIPAL OVERALL PERFORMANCE CATEGORY	
PROFESSIONAL PRACTICE RATING (standards 1-6)	
<input type="checkbox"/>	EXEMPLARY
<input type="checkbox"/>	ACCOMPLISHED
<input type="checkbox"/>	DEVELOPING
<input type="checkbox"/>	INEFFECTIVE

Overall Evaluation Summary

Evaluator’s Name _____ Principal’s Name _____

Evaluator’s Signature _____ Principal’s Signature _____

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

Date _____ Date _____

Superintendent’s Name _____

Superintendent’s Signature _____

Date _____