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**Linda C. Gearheart, Member - District 1**  
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**Rhonda Meade, Member - District 4**

**Date: June 13, 2017**

**Consent Agenda Item (Action Item):**

Approve changes to the Floyd County Certified Evaluation Plan.

**Applicable Statute or Regulation:**

KRS 162.90 Powers and duties of the local board.

**Background and Major Implications:**

Certified Personnel Evaluation, Senate Bill 1, 2017, eliminates a statewide evaluation system, requires local districts to develop and implement a personnel evaluation system aligned to the statewide framework for teaching.

Senate Bill 1 eliminates the requirements for Professional Growth and Effectiveness System, PGES, to be used for professional evaluation. Each local district is required to develop and implement a professional evaluation system. To keep our BOE informed of the process for evaluating our certified employees, we ask they approve the changes.

**Fiscal/Budgetary Impact:**

None

**Recommended Action:**

To approve the outlined changes.

**Contact Person(s):**

Ted George

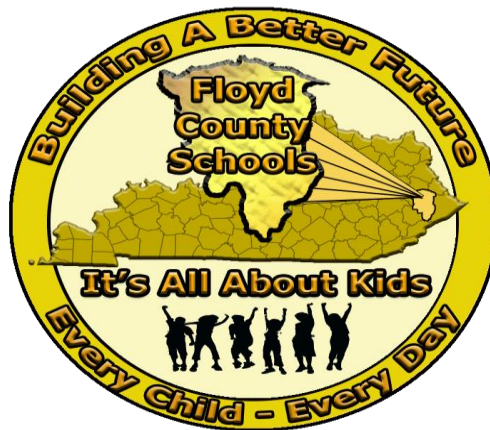
  
Director

  
Superintendent

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# **Floyd County Schools**

## **Professional Growth & Effectiveness System (PGES)**



### ***A Handbook of Guidelines and Procedures For Formative and Summative Evaluation of Certified Staff***

Floyd County Schools  
106 North Front Avenue  
Prestonsburg, KY 41653

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# DISTRICT PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PGES)

## OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college / career-ready.

## FLOYD COUNTY EVALUATION PROCEDURES

The purpose of this plan for personnel evaluation is to help teachers and administrators strengthen and improve their level of performance **and** effectiveness. This goal will be achieved through the process of systematic efforts based on the shared responsibility of the evaluator and the evaluatee in a setting of mutual understanding, respect, and trust.

[KRS. 156.557](#) requires all school district administrators having the responsibility of evaluating certified personnel to be trained, tested, and approved in the proper techniques for effectively evaluating certified school employees.

[704 KAR 3:345](#), the Kentucky Board of Education regulation that establishes evaluation guidelines, requires that the training and testing be provided by the Department of Education.

## EVALUATION

Evaluation is the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria. The evaluation procedures and forms shall be designed to foster



professional growth and to support individual personnel decisions. All observations shall be on approved forms and shall become part of the evaluatee's official personnel file.

### **PRIMARY EVALUATOR**

The principal and / or assistant principal of the school shall be the primary evaluator of teachers. The principal shall be evaluated by the Superintendent or designee. The Superintendent shall be evaluated by the Floyd County Board of Education. Other evaluations will be the responsibility of the immediate supervisor.

### **CERTIFIED PERSONNEL NOTIFICATION**

Within the first thirty days of employment, all certified personnel shall have the Floyd County Evaluation Procedures explained to them. Each individual shall also be provided a copy of the observation instrument and other forms that will be used in the process.

### **FORMATIVE EVALUATION**

The formative evaluation is a continuous cycle of collecting information and interaction to provide feedback with suggestions regarding the certified employee's professional growth performance. The evaluator should observe that teacher and students in an instructional setting. The evaluator should document information for interaction with the teacher. The information should be analyzed and presented when conferencing with the teacher to identify strengths and weaknesses. All information should be used in developing strategies for a growth plan to improve performance.

The Formative evaluation(s) should be used in developing the summative report.

### **SUMMATIVE EVALUATION**

The summative report is a compilation of the formative evaluations and includes all evaluation data. The summative report signals the end of the evaluation cycle and requires a report of the evaluatee's performance criteria and a plan for improvement.

The summative report will reflect the overall rating for professional practice and student growth. The summative report will be shared with the evaluatee in a conference after the final observation. The evaluatee shall be provided an opportunity for a written response and the response shall become a part of the official personnel record. The evaluatee shall be provided a copy of the evaluation.

The summative evaluation is required a **minimum** of once every three (3) year period for each tenured teacher.

KTIP teachers will follow KTIP Guidelines and Procedures. However, a certified Summative Evaluation is to be completed for all KTIP teachers.

- ❖ Non-Tenured Teachers shall be on summative cycle annually. Tenured Teachers shall be on summative cycle a **MINIMUM** of once every three years. Additional observations, professional growth meetings and corrective action plans will be conducted at the discretion of the evaluator.

Summative evaluation shall occur annually for an administrators and OPGES. All evaluations of a certified employee below the level of the district superintendent shall be in writing and on approved evaluation forms within the District's Evaluation Procedures and become a part of the official personnel record.

## **PROFESSIONAL GROWTH PLANS**

All certified employees shall develop a professional growth plan annually. The plan shall be reviewed on a continual basis by the evaluator and evaluatee. The professional growth plan shall be an individualized plan that includes:

- Realistic, focused, and measurable professional goals. The plan should connect data from multiple sources including classroom observation feedback, data on achievement, and professional growth needs identified through self-assessment and reflection. As teachers collaborate with administrators to identify explicit goals, these goals should become the focus of professional growth activities, support, and on-going reflection related to the progress in meeting the goals and the impact that is measurable for both the teacher and students.
- Reflective practices and professional growth planning are cyclical in design. The teacher (1) reflects on his / her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his / her administrator 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 / 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 Superintendent shall develop an annual growth plan that complies with board policy.

## **CORRECTIVE ACTION PLAN**

The individual corrective action plan is developed when an evaluatee receives a "Ineffective" rating(s) on the summative evaluation or at any time deemed necessary by the Evaluator.

The Plan Shall Include:

Identification of the standard / standards rated ineffective

Present Professional Growth Stage

The Growth objective / goal(s) (desired outcomes)

Procedures and activities for achieving goals and objectives

Appraisal method and target dates

The corrective action plan shall include an opportunity for comments from both the evaluatee and the evaluator.

## PERFORMANCE STANDARDS AND CRITERIA

Teacher performance rating is determined using the **Kentucky Framework for Teaching** while principals' performance is based on progress toward meeting the new principal standards. The new principal standards are based on ISLLC standards.

## "OTHER" CERTIFIED EVALUATION: (OPGES)

This CEP contains the evaluation process for teachers and principals / assistant principals (PPGES). All other certified employees will follow the process found in the Floyd County Schools **"OTHER" Certified Employee Evaluation Plan**.

**PROFESSIONAL GROWTH AND  
EFFECTIVENESS SYSTEM – TEACHER  
*(TPGES)***

## PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – CERTIFIED TEACHER (TPGES)

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

### SECTION 1: ROLES AND DEFINITIONS

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District / School personnel that is being evaluated
4. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school / district data, is produced in consultation with the evaluator
6. **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

## THE KENTUCKY FRAMEWORK FOR TEACHING

Our district has chosen the **KENTUCKY FRAMEWORK FOR TEACHING**, based on the work of Charlotte Danielson ([www.floyd.kyschools.us](http://www.floyd.kyschools.us)), to determine teacher growth toward effective teaching practices. The framework consists of 4 Domains: Domain 1 - Planning & Preparation; Domain 2 - The Classroom Environment; Domain 3 - Instruction; and Domain 4 - Professional Responsibilities

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

### Required Sources of Evidence

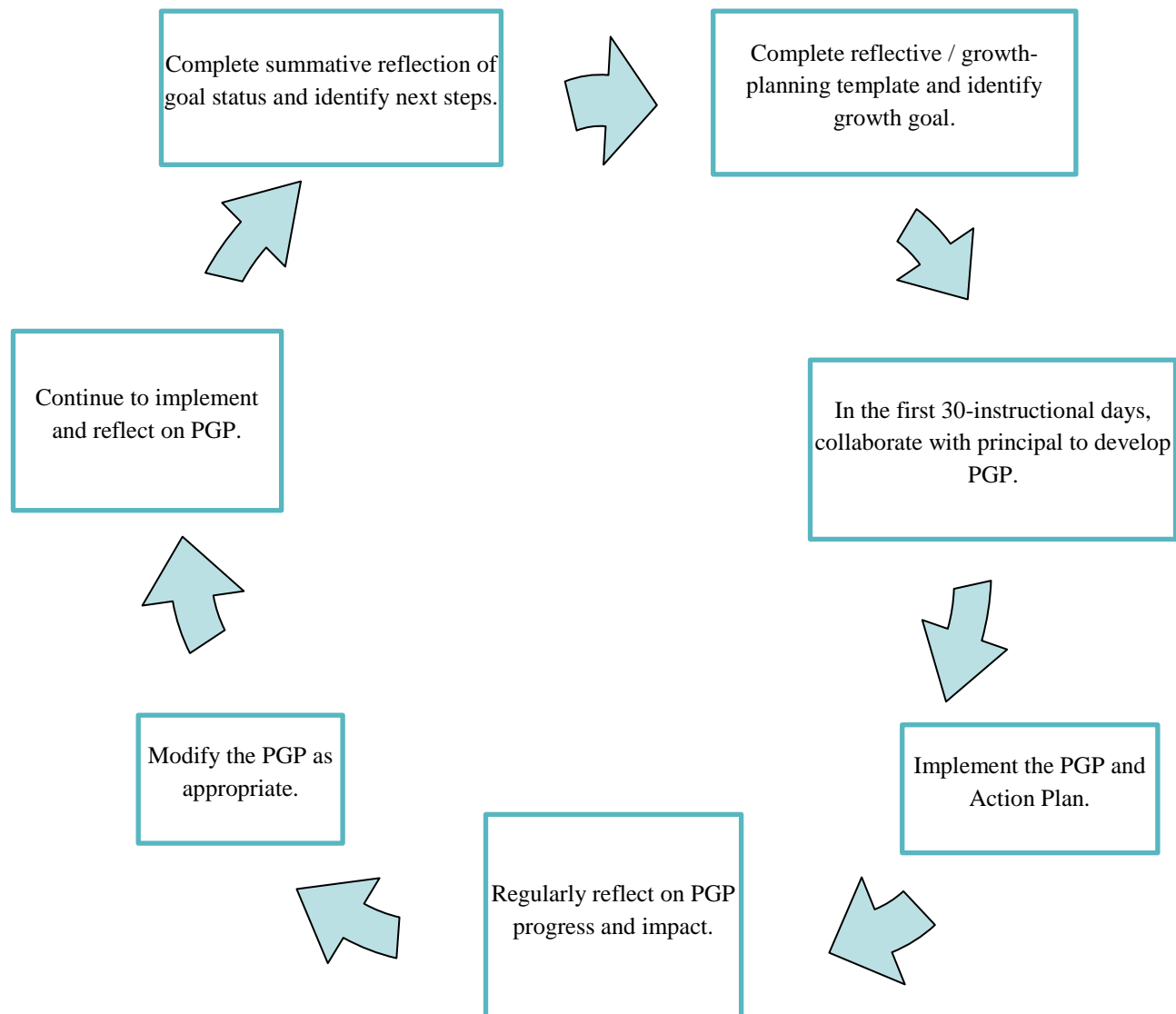
- Professional Growth Planning and Self-Reflection
- Observation

**Additional Evidence to Support Assessment of Professional Practice May Include But Not Limited To:**

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data
- Student work samples
- Student formative and / or summative course evaluations / feedback
- Minutes from PLCs
- Teacher interviews
- Parent engagement surveys
- Records of student attendance
- Records of teacher attendance
- Video lessons
- Professional development certificates / agendas

## REFLECTIVE PRACTICE AND PGP CYCLE

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- All teachers will participate in self-reflection and professional growth planning each year.
- FCS believes that the Professional Growth Process is the critical element to our effectiveness system.



## TIMELINE FOR SELF-REFLECTION AND PROFESSIONAL GROWTH PLANNING

### OBSERVATION

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating.

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### OBSERVATION MODEL

The observation model must fulfill the following minimum criteria:

- Four (3) observations in the summative cycle. A minimum of 2 observations conducted by the supervisor and 1 observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- The immediate supervisor or designee will maintain paper copies of all evaluation documents.

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### NEW HIRES

New Hires (Employees hired after the beginning of the school year).

- Will enter evaluation timeline and requirements based on hire date.
- Must have one peer observation regardless of hire date.
- Self - Reflection
- Professional Growth Plan (Per timelines)
- Summative Evaluation

## TEACHER - PROFESSIONAL GROWTH AND EFFECTIVENESS TIMELINE

Timeline	Activity	Task or Document	RESPONSIBILITY OF	
			EVALUATEE	PRINCIPAL
<b>Within first 30 instructional days</b>	<ul style="list-style-type: none"> <li>Orientation to the evaluation plan, including standards and performance criteria.</li> </ul>	<ul style="list-style-type: none"> <li><i>Teacher signature sheet for orientation (Appendix A -2)</i></li> </ul>		✓
<b>Completed by August 30th</b>	<ul style="list-style-type: none"> <li>Complete Self Reflection</li> </ul>		✓	
<b>Within first 30 instructional days of employment</b>	<ul style="list-style-type: none"> <li>Develop individual professional growth plan for all certified employees.</li> </ul>	<ul style="list-style-type: none"> <li><i>Teacher Professional Growth Plan (Appendix A -3)</i></li> </ul>	✓	✓
<b>Completed by December 15<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Pre-observation within 5 instructional days</li> <li>Principal Observation Due (FULL)</li> <li>Post Observation Due within 5 instructional days of evaluation</li> </ul>	<ul style="list-style-type: none"> <li><i>Pre Observation Form (Appendix A-4)</i></li> <li><i>Observation Form (Appendix A-5)</i></li> <li><i>Post Observation Form (Appendix A -6)</i></li> </ul>	✓	✓
	<ul style="list-style-type: none"> <li>(PEER - Summative Year Only)</li> <li>Post Discussion Recommended within 5 instructional days of visit</li> </ul>	<ul style="list-style-type: none"> <li><i>Peer Visit Documentation Form (Appendix A – 7)</i></li> </ul>	✓	✓
<b>Completed by April 5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>Pre-observation within 5 instructional days</li> <li>Observation Due (PRINCIPAL-FULL)</li> <li>Post Observation Due within 5 instructional days of evaluation</li> </ul>	<ul style="list-style-type: none"> <li><i>Pre Observation Form (Appendix A-4)</i></li> <li><i>Observation Form (Appendix A-5)</i></li> <li><i>Post Observation Form (Appendix A -6)</i></li> </ul>	✓	✓

Timeline	Activity	Task or Document	RESPONSIBILITY OF	
			EVALUATEE	PRINCIPAL
<b><i>Completed by April 15<sup>th</sup></i></b>	<ul style="list-style-type: none"> <li>Summative Evaluation submitted to Human Resource Office</li> </ul>	<ul style="list-style-type: none"> <li><i>Summative Evaluation Form (Appendix A-8)</i></li> </ul>	✓	✓

- ❖ Non-Tenured Teachers shall be on summative cycle annually. Tenured Teachers shall be on summative cycle a **MINIMUM** of once every three years. Additional observations, professional growth meetings and corrective action plans will be conducted at the discretion of the evaluator.
- ❖ All Post conferences are a collaboration effort between the evaluator and the evaluatee. The evaluator has the final say in scoring.

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## OBSERVER CERTIFICATION

To ensure consistency of observations, evaluators must complete the state approved platform. The system allows observers to develop a deep understanding of how the four domains of the **Kentucky Framework for Teaching** are applied in observation. There are 3-sections of the proficiency system:

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

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

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

It is the expectation of Floyd County Schools that all principals / assistant principals obtain proficiency certification through a state approved proficiency platform within twelve months of employment. This will be monitored by the CEP district coordinator. A scaffold approach, beginning with initial supports to ensure success during the first administration of the assessment, supports for those who do not pass after one attempt and, supports for those unable to pass the assessment after the second attempt and are subsequently locked out of the system for 90 days. These processes could include collaboration during the initial training (consider a cohort approach to initial certification), additional professional learning opportunities, and mentors.

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
  - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

\*Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation and post-observation conference.

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## PEER OBSERVATION

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the teacher observed unless permission is granted.

- All teachers will receive a peer observation in their summative year (**minimum** of every three (3) years).
- Peer observers complete state developed training every three years that they serve as a peer observer or Peer Observers may complete the KET online module: "professional Learning for Peer Observers."
- Peer observers will be chosen and assigned by the principal.

**Professional Growth and Effectiveness System –  
Principal and Assistant Principal  
(PPGES)**

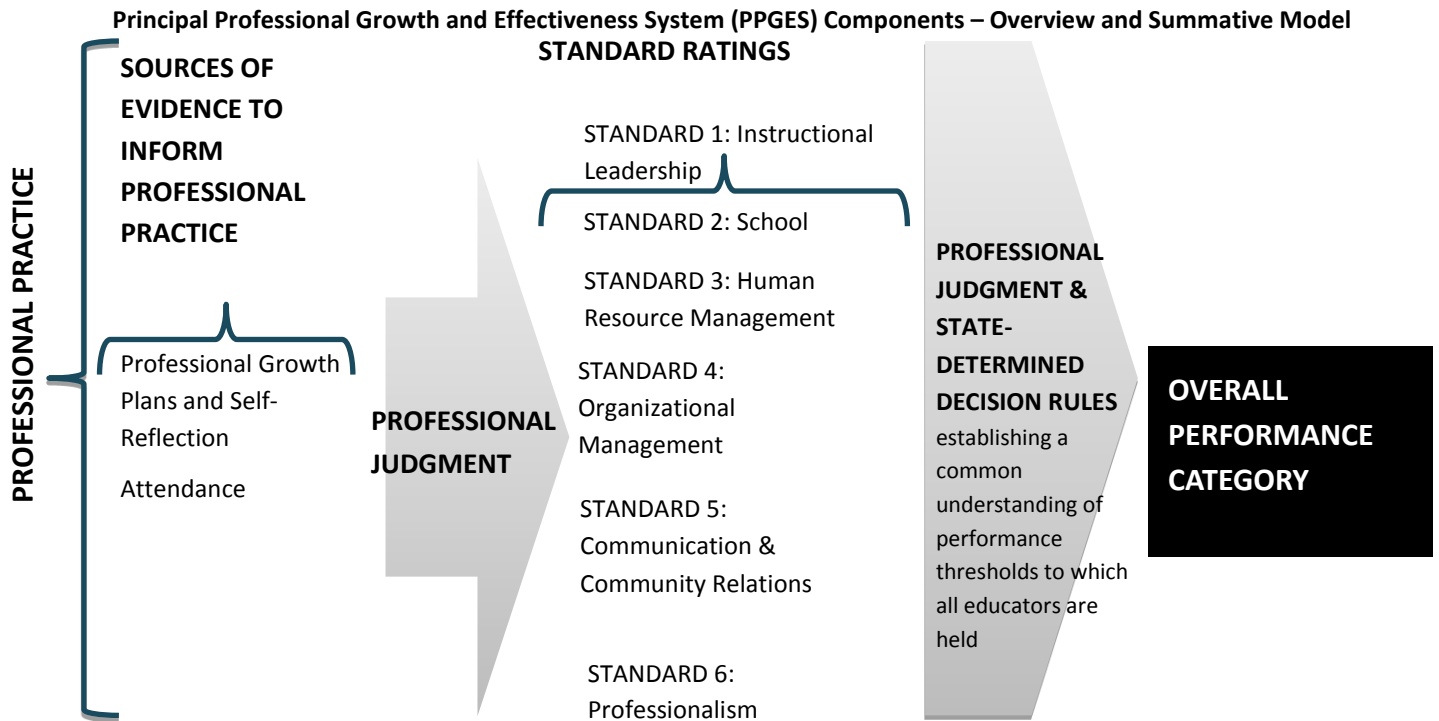
## PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – PRINCIPAL AND ASSISTANT PRINCIPAL

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

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### ROLES AND DEFINITIONS

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District / School personnel that is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school / district data, is produced in consultation with the evaluator
5. **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
6. **Other:**



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 is grounded in a common framework and the Principal Performance Standards.



## PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS TIMELINE

Timeline	Activity	Task or Document	RESPONSIBILITY OF	
			PRINCIPAL	EVALUATOR
Within the first 30 days of school	<ul style="list-style-type: none"> <li>Annual Review of PPGES process</li> </ul>	<ul style="list-style-type: none"> <li>Orientation signature form (Appendix B-2)</li> </ul>		✓
By August 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Complete Self Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Practice Template (Appendix B-3)</li> </ul>	✓	
15 days after the release of State Test Score Data	<ul style="list-style-type: none"> <li>Principal develops PGP to include WCG, and attendance goals</li> </ul>	<ul style="list-style-type: none"> <li>Professional Growth Planning Template (Appendix B-3)</li> </ul>	✓	✓
By December 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>Conduct Observation / Site Visit)</li> <li>Mid-Year Conference with the principal including review of PGP, and documentation</li> </ul>	<ul style="list-style-type: none"> <li>Observation Form (Appendix B-4)</li> <li>Reflective Practice Template (Appendix B-3)</li> <li>Professional Growth Planning Template (Appendix B-3)</li> </ul>	✓	✓
TBD	<ul style="list-style-type: none"> <li>Teachers, principals, evaluators, and supervisors</li> </ul>	<ul style="list-style-type: none"> <li>TELL / Val Ed if offered by KDE</li> </ul>	✓	✓
By April 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Conduct Observation / Site Visit) and complete Summative Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Observation Form</li> <li>Summative Evaluation Form (Appendix B-5)</li> </ul>	✓	✓

## PRINCIPAL PERFORMANCE STANDARDS

The Principal Performance Standards are designed to support student achievement and professional best-practice (see chart below). Performance Indicators 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 professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels. It is important to note that the expected performance level is **"Accomplished,"** .The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

<b>Performance Standard 1: Instructional Leadership</b> <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>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>rarely</b> 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 <b>inconsistently</b> fosters the success of all students by facilitating the development, communication, implementation, <b>or</b> evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	<b>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.</b>	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.
<b>COMMENTS:</b>          			

<b>Performance Standard 2: School Climate</b> <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>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	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.
<b>COMMENTS:</b>			
<b>Performance Standard 3: Human Resources Management</b> <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>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	<b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	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).
<b>COMMENTS:</b>			

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

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

**COMMENTS:**

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

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

**COMMENTS:**

<b>Performance Standard 6: Professionalism</b> <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>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	<b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</b>	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).
<b>COMMENTS:</b>			

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## SOURCES OF EVIDENCE

Evaluators use professional judgment based on multiple sources of evidence promoting a more holistic and comprehensive analysis of practice. 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, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Working Conditions Goal (Based on TELL KY)

Evaluators may use other sources of data / evidence in determining overall ratings.

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## **PROFESSIONAL GROWTH PLANNING AND SELF-REFLECTION—COMPLETED BY PRINCIPALS AND ASSISTANT PRINCIPALS**

Completed annually, the Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will link data from multiple sources including site-visit conferences, and achievement, and professional growth needs identified through self-assessment and reflection. The principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

The principal / assistant principal (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) develops 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.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on achievement.

All principals and assistant principals will participate in self-reflection and professional growth planning each year. Each is responsible for developing a Professional Growth Plan.

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## **SITE-VISITS (SV)—COMPLETED BY SUPERVISOR OF PRINCIPAL**

Site visits are a method by which the superintendent / designee may gain insight into the principals' practice in relation to the standards. 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 (SV) for the principal will be conducted at least once each year. (Formal site-visits are not required for the assistant principal).
- SV occur prior to December 20<sup>th</sup> and before April 5<sup>th</sup> of each school year.
- SV range from watching how principals interact with others, to observing programs and shadowing.

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## CONFERENCING

At least 2-conferences will take place between Evaluator and Evaluatee throughout the year.

### 1. Mid-Year Review

- a. Review mid-year evaluation
- b. Discuss strength and areas of concern
- c. Discuss documentation of each standard; determine if other documentation is needed.
- d. Questions / Concerns / Comments

### 2. End-of-Year Review

- a. Establish purpose of the meeting.
- b. Discuss observations / site visits and provide feedback.
- c. Share progress toward SGG.
- d. Share progress toward PGG.
- e. Discuss progress of each standard and determine if other documentation is needed.
- f. Discuss overall rating based on Professional Practice.
- g. Questions / Concerns / Comments



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## WORKING CONDITIONS GOAL

Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent ***TELL Kentucky Survey***. The principal's effort to accomplish the Working Conditions Growth Goal enhances professional performance and positively impacts school culture and student success.

- Developed following the completion of the ***TELL Kentucky Survey***.
- Minimum of one 2-year goal.
- Priority will be given to any category at or below 75 percent.

To maintain consistency in positively impacting school culture and success, the Assistant Principal will "inherit" the WCG as set by the principal.

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## WORKING CONDITIONS GROWTH GOAL SETTING PROCESS

The Goal will be recorded on the district ***TELL KY Working Conditions Growth and Professional Growth Planning Template***.

The Principals, in collaboration with their superintendents / designee, will review the results from the ***TELL Kentucky Survey***.

1. Principals will identify a **TELL** survey question that indicates a need for growth and will then identify additional **TELL** survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the **Principal Performance Standards**.
3. Next, the principal will develop a WCG Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. A rubric will be completed by the principal and superintendent / designee:
  - a. Goal target for "**ACCOMPLISHED**."
5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
6. Ongoing reflection and modification of the strategies when needed.

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## DEVELOPMENT OF WORKING CONDITION RUBRIC AND MID-POINT REVIEW

After the **WCG** has been collaboratively developed by the principal and superintendent / designee, an accompanying rubric and / or criteria for assessing the goal will be created. This rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished and Exemplary.

Exemplary	Above the goal
Accomplished	+ or -5%
Developing	Between the baseline and the goal
Ineffective	At or below the baseline

In the example below, a principal has identified a **WCG** area and set a goal of an increase from 31% to 50% agreement on an identified question(s). The rubric with a built in range of + or -5%.

Ineffective	Developing	Accomplished	Exemplary
21% or below agreement	22-44% agreement	45-55% agreement	Above 55% agreement

Goals are developed early in the school year. Principals will conduct a survey (3-4 questions) using the identified questions from the **TELL KY Survey** as an interim measure of growth and for data for mid-year review and end-of-year review in the Non-**TELL KY** administration years. During one-on-one, small group and / or department meetings, principals will engage staff in informal conversations regarding the progress of the **WCG**. The principal will share conversation notes during the superintendent / designee site-visit.

### Additional Data Sources:

- Documentation
- School Comprehensive Plan
- Discipline Reports
- Teacher and Student Attendance Reports
- Parent Communications
- Attendance
- Other

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## ATTENDANCE GOAL

Floyd County Schools believes strongly and research reports to include our own research of successful school districts in Kentucky that attendance is critical to student achievement especially in the area of closing achievement gaps. We believe that increasing student achievement requires

a systemic approach that ensures schools increase rigor, has a systemic system of supports for students, has an adult advocate for every student and addresses truancy in a systemic fashion. We believe the school culture is a large predictor of student attendance. Therefore, each principal in Floyd County Schools will establish an annual goal with an agreed upon rubric and growth goals to ensure goal is met based on what the principal will do to impact change. The % growth will be a collaborative conversation between the principal and the superintendent / designee. The results will be included in the professional judgment of the principals overall annual performance.

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## **PRODUCTS OF PRACTICE / OTHER SOURCES OF EVIDENCE**

Principals / Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's / assistant principal's practice within the domains.

## **APPENDIX A**

# **PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – TEACHER FORMS**

## APPENDIX A-1

### TEACHER- PROFESSIONAL GROWTH AND EFFECTIVENESS TIMELINE

Timeline	Activity	Task or Document	RESPONSIBILITY OF	
			EVALUATEE	PRINCIPAL
<i>Within first 30 instructional days</i>	<ul style="list-style-type: none"> <li>Orientation to the evaluation plan, including standards and performance criteria.</li> </ul>	<ul style="list-style-type: none"> <li><i>Teacher signature sheet for orientation (Appendix A -2)</i></li> </ul>		✓
<i>Completed by August 30th</i>	<ul style="list-style-type: none"> <li>Complete Self Reflection</li> </ul>		✓	
<i>Within first 30 instructional days of employment</i>	<ul style="list-style-type: none"> <li>Develop individual professional growth plan for all certified employees.</li> </ul>	<ul style="list-style-type: none"> <li><i>Teacher Professional Growth Plan (Appendix A -3)</i></li> </ul>	✓	✓
<i>Completed by December 15<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Pre-observation within 5 instructional days</li> <li>Principal Observation Due (FULL)</li> <li>Post Observation Due within 5 instructional days of evaluation</li> </ul>	<ul style="list-style-type: none"> <li><i>Pre Observation Form (Appendix A-4)</i></li> <li><i>Observation Form (Appendix A-5)</i></li> <li><i>Post Observation Form (Appendix A -6)</i></li> </ul>	✓	✓
	<ul style="list-style-type: none"> <li>(PEER - Summative Year Only)</li> <li>Post Discussion Recommended within 5 instructional days of visit</li> </ul>	<ul style="list-style-type: none"> <li><i>Peer Visit Documentation Form (Appendix A – 7)</i></li> </ul>	✓	✓
<i>Completed by April 5<sup>th</sup></i>	<ul style="list-style-type: none"> <li>Pre-observation within 5 instructional days</li> <li>Observation Due (PRINCIPAL-FULL)</li> <li>Post Observation Due within 5 instructional days of evaluation</li> </ul>	<ul style="list-style-type: none"> <li><i>Pre Observation Form (Appendix A-4)</i></li> <li><i>Observation Form (Appendix A-5)</i></li> <li><i>Post Observation Form</i></li> </ul>	✓	✓

Timeline	Activity	Task or Document	RESPONSIBILITY OF	
			EVALUATEE	PRINCIPAL
		• (Appendix A -6)		
<b>Completed by April 15<sup>th</sup></b>	• Summative Evaluation submitted to Human Resource Office	• <i>Summative Evaluation Form</i> (Appendix A-8)	✓	✓

- ❖ Non-Tenured Teachers shall be on summative cycle annually. Tenured Teachers shall be on summative cycle a **MINIMUM** of once every three years. Additional observations, professional growth meetings and corrective action plans will be conducted at the discretion of the evaluator.
- ❖ All Post Conferences are a collaboration effort between the evaluator and the evaluatee. The Evaluator has the final say in scoring.

[illegible]



## APPENDIX A-3

Teacher Reflective Practice & Professional Growth Planning Template		
Teacher / EPSB ID#		
School		
Grade Level / Subject(s)		

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	



**PART A: INITIAL REFLECTION – ESTABLISHING PRIORITY GROWTH NEEDS**

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

**PART B: CONNECTING PRIORITY GROWTH NEEDS TO PROFESSIONAL GROWTH PLANNING**

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>		
<b>Action Plan</b>		
<b>Professional Learning</b>	<b>Resources / Support</b>	<b>Targeted Completion Date</b>
<b>Measures of Goal Attainment (Tools / Instruments):</b>		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
<b>Teacher Signature:</b>		<b>Date:</b>
<b>Administrator Signature:</b>		<b>Date:</b>

**PART C: ON-GOING REFLECTION – PROGRESS TOWARD PROFESSIONAL GROWTH GOAL**

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

**PART D: SUMMATIVE REFLECTION - LEVEL OF ATTAINMENT FOR PROFESSIONAL GROWTH GOAL**

Date:	End of Year Reflection:				
Next Steps:					
Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E
Teacher Signature:		Date:			
Administrator Signature:		Date:			



## APPENDIX A-4

### PRE-OBSERVATION DOCUMENT

#### 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?	

Teacher Signature**:	Date:
Administrator Signature:	Date:

\*\*Denotes sharing of results, not necessarily agreement with the rating.



## APPENDIX A-5

### OBSERVATION FORM

<b>Teacher Name:</b>			<b>Physical Classroom Layout:</b>
<b>Date:</b>			
<b>Beginning / Ending Time:</b>			
<b>Number of Students:</b>			
<b>Other General Information:</b>			

**\*\*Note:** Available to evaluator for scripting if needed but not required.

Time	Component	Actions and Statements / Questions by Teacher and Students	Evidence
	2A- Creating an Environment of Respect and Rapport		
	2B- Establishing a Culture for Learning		
	2C- Managing Classroom Procedures		
	2D- Managing Student Behavior		
	2E- Organizing Physical Space		

<b>Time</b>	<b>Component</b>	<b>Actions and Statements / Questions by Teacher and Students</b>	<b>Evidence</b>
	<b>3A- Communicating with Students</b>		
	<b>3B- Using Questioning and Discussion Techniques</b>		
	<b>3C- Engaging Students in Learning</b>		
	<b>3D- Using Assessment in Instruction</b>		
	<b>3E- Demonstrating Flexibility and Responsiveness</b>		



## APPENDIX A-6

### POST-OBSERVATION / SEMESTER PERFORMANCE FORM

<b>Teacher / EPSB ID#</b>		
<b>School / Grade Level / Subject(s)</b>		
<b>Observer / Date of Conference</b>		

*Reflect on the lesson that was observed using the following guiding questions to focus your reflections:*

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

*Evaluator's Formative Observation Rating:*

Domain 1: Planning & Preparation	Rating					Domain 2: The Classroom Environment	Rating				
A. Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	N A	A. Creating an Environment of Respect and Rapport	I	D	A	E	NA
B. Demonstrating Knowledge of Students	I	D	A	E	N A	B. Establishing a Culture for Learning	I	D	A	E	NA
C. Selecting Instructional Outcomes	I	D	A	E	N A	C. Managing Classroom Procedures	I	D	A	E	NA
D. Demonstrating Knowledge of Resources	I	D	A	E	N A	D. Managing Student Behavior	I	D	A	E	NA

Domain 1: Planning & Preparation	Rating					Domain 2: The Classroom Environment	Rating				
E. Designing Coherent Instruction	I	D	A	E	NA	E. Organizing Physical Space	I	D	A	E	NA
F. Designing Student Assessment	I	D	A	E	NA						
<b>**Note</b>						<b>**Note</b>					
Domain 3: Instruction	Rating					Domain 4: Professional Responsibilities	Rating				
A. Communicating with Students	I	D	A	E	NA	A. Reflecting on Teaching	I	D	A	E	NA
B. Using Questioning and Discussion Techniques	I	D	A	E	NA	B. Maintaining Accurate Records	I	D	A	E	NA
C. Engaging Students in Learning	I	D	A	E	NA	C. Communicating with Families	I	D	A	E	NA
D. Using Assessment in Instruction	I	D	A	E	NA	D. Participating in a Professional Community	I	D	A	E	NA
E. Demonstrating Flexibility and Responsiveness	I	D	A	E	NA	E. Growing and Developing Professionally	I	D	A	E	NA
						F. Demonstrating Professionalism	I	D	A	E	NA
<b>**Note</b>						<b>**Note</b>					

Teacher Signature*:	Date:
Administrator Signature:	Date:

*\*Denotes sharing of results, not necessarily agreement with the rating.*

*\*\*Any rating of I – Ineffective or D – Developing in a given standard should include supporting notes under the standard*



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## APPENDIX A-7 PEER VISIT DISCUSSION FORM

**Signatures:**

**Peer:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date of Pre-Visit Discussion:** \_\_\_\_\_

**Date of Visit:** \_\_\_\_\_

**Date of Post Visit Discussion:** \_\_\_\_\_





## APPENDIX A-8

### TEACHER SUMMATIVE EVALUATION

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Administrator \_\_\_\_\_

#### Domain 1: Planning and Preparation

#### Rating

A: Knowledge of Content and Pedagogy	I	D	A	E
B: Demonstrating Knowledge of Students	I	D	A	E
C: Setting Instructional Outcomes	I	D	A	E
D: Demonstrating Knowledge of Resources	I	D	A	E
E: Designing Coherent Instruction	I	D	A	E
F: Designing Student Assessments	I	D	A	E

#### Domain 2: The Classroom Environment

#### Rating

A: Creating an Environment of Respect and Rapport	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E
D: Managing Student Behavior	I	D	A	E
E: Organizing Physical Space	I	D	A	E

#### Domain 3: Instruction

#### Rating

A: Communicating with Students	I	D	A	E
B: Using Questioning and Discussion Techniques	I	D	A	E
C: Engaging Students in Learning	I	D	A	E
D: Using Assessment in Instruction	I	D	A	E
E: Demonstrating Flexibility	I	D	A	E

## Page 2

## Strengths

Evaluatee's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Evaluatee:     \_\_\_ Agree with this summative evaluation  
                  \_\_\_ Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.  
Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.  
Any rating in the “ineffective” column requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

\_\_\_ Recommends for re-employment  
\_\_\_ Does not recommend for re-employment

Teacher Signature*:	Date:
Evaluator Signature:	Date:

*\*Denotes sharing of results, not necessarily agreement with the rating.*

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## APPENDIX A-9

### **Additional Evidence to Support Assessment of Professional Practice May Include But Not Limited To:**

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data
- Student work samples
- Student formative and / or summative course evaluations / feedback
- Minutes from PLCs
- Teacher interviews
- Parent engagement surveys
- Records of student attendance
- Records of teacher attendance
- Video lessons
- Professional development certificates / agendas
- EWALKS
- Other evidence as determined by principal



## APPENDIX A-10

### INDIVIDUAL CORRECTIVE ACTION PLAN

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

The Individual Corrective Action Plan is developed when an evaluatee receives an *"Ineffective"* rating(s) on the Summative Evaluation.

Component No.	Present Professional Growth Stage (O, A I, R)	Growth Objective / Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
Support from administrator / other				

<b>Evaluatee's Comments:</b>	
<b>Administrator's Comments:</b>	
Individual Corrective Action Plan Developed YES <input type="checkbox"/> NO <input type="checkbox"/>	
Evaluatee's Signature:	Date:
Administrator Signature:	Date:

<b>STATUS:</b> <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued	
Evaluatee's Signature:	Date:
Administrator's Signature:	Date:
Evaluatee's Signature:	Date:
Administrator Signature:	Date:

PGP Stages: O=Orientation / Awareness A=Preparation / Application I=Implementation / Management R=Refinement / Impact

## **APPENDIX B**

# **PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – PRINCIPAL AND ASSISTANT PRINCIPAL**

Timeline	Activity	Task or Document	RESPONSIBILITY OF	
			PRINCIPAL	EVALUATOR
By August 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Annual Review of PPGES process</li> </ul>	<ul style="list-style-type: none"> <li><i>Orientation signature form (Appendix B-2)</i></li> </ul>		✓
By August 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Complete Self Reflection and enter into EDS</li> </ul>	<ul style="list-style-type: none"> <li><i>Reflective Practice Template (Appendix B-3)</i></li> </ul>	✓	
By September 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>Principal and evaluator collaboratively develop PGP</li> <li>Principal and evaluator collaboratively set SGG, WCG, and attendance goal</li> </ul>	<ul style="list-style-type: none"> <li><i>Professional Growth Planning Template (Appendix B-3)</i></li> </ul>	✓	✓
By December 20 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>Conduct Observation / Site Visit)</i></li> <li>Mid-Year Conference with the principal including review of student growth goal, PGP, and documentation</li> </ul>	<ul style="list-style-type: none"> <li><i>Observation Form (Appendix B-4)</i></li> <li><i>Reflective Practice Template (Appendix B-3)</i></li> <li><i>Professional Growth Planning Template (Appendix B-3)</i></li> </ul>	✓	✓
TBD	<ul style="list-style-type: none"> <li>Teachers, principals, evaluators, and supervisors complete TELL KENTUCKY</li> </ul>		✓	
By April 5 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>Conduct Observation / Site Visit)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Observation Form</i></li> <li><i>Summative Evaluation Form (Appendix B-5)</i></li> </ul>	✓	✓





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**APPENDIX B-2**  
**ADMINISTRATOR SIGNATURE SHEET FOR ORIENTATION**

**I, hereby declare that I have attended orientation for the Principal Professional Growth and Effectiveness System (PPGES).**

<b>Name</b>	<b>Date</b>	<b>School</b>



## APPENDIX B-3

### REFLECTIVE PRACTICE

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

#### 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
<b>1. Instructional Leadership</b> <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	
<b>2. School Climate</b> <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	
<b>3. Human Resource Management</b> <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	
<b>4. Organizational Management</b> <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	
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	

Standard	Self-Assessment				Strengths and areas for growth
<b>6. Professionalism</b> <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

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

## **Part B: 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.

### Part C: Professional Growth & Effectiveness Data Reflection

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

#### Other Information on which to Reflect

Survey Results    ☐ Other: \_\_\_\_\_

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

#### Questions to Consider:

What did teachers / staff perceive as major strengths?

What did teachers / staff perceive as major weaknesses?

List factors that might have influenced the results.

#### Questions to Consider:

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

## Part D: Connecting Priority Growth Needs to Professional Growth Planning

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

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

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 / Designee Signature:	Date:

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

<b>Principal Growth Goals-Review</b>	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials: _____ <div>Principal's</div> <div>Superintendent's</div>

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

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent / Designee Signature:</b>	<b>Date:</b>

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

<b>Date:</b>	
<b>End-of-Year Data Results</b> (Accomplishments at the end of year.)	
<b>Date:</b>	<b>End of Year TELL KY Working Conditions Growth Reflection:</b>
<b>Date:</b>	<b>End of Year Professional Growth Reflection:</b>

<b>Next Steps:</b>

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent / Designee Signature:</b>	<b>Date:</b>



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## APPENDIX B-4

### OBSERVATION FORM

#### Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

#### The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff / school improvement progress.

## **Performance Standard 2: School Climate**

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

### **The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and / or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child / student, and values every child / student as an important member of the school community.

## **Performance Standard 3: Human Resources Management**

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

### **The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.

- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and / or district plan.

#### **Performance Standard 4: Organizational Management**

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

##### **The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school / district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.

- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

#### **Performance Standard 5: Communication and Community Relations**

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

##### **The principal**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

#### **Performance Standard 6: Professionalism**

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

##### **The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.

- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and / or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Strengths:**

**Areas of Improvement:**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX B-5

### PRINCIPAL SUMMATIVE PERFORMANCE REPORT

Principal: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

#### Performance Standard 1: Instructional Leadership

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> Is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
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.
<b>COMMENTS:</b>			

#### Performance Standard 2: School Climate

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> Is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
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 <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
<b>COMMENTS:</b>			

**Performance Standard 3: Human Resources Management**

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> Is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
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 <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.
<b>COMMENTS:</b>			

**Performance Standard 4: Organizational Management**

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> Is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
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 <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.
<b>COMMENTS:</b>			

**Performance Standard 5: Communication and Community Relations**

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> Is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
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 <b>inconsistently</b> communicates and / or <b>infrequently</b> collaborates with stakeholders.	The principal demonstrates <b>inadequate</b> and / or detrimental communication or collaboration with stakeholders.
<b>COMMENTS:</b>			

**Performance Standard 6: Professionalism**

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> Is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
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 <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
<b>COMMENTS:</b>			





## SUMMATIVE EVALUATION SUMMARY

- ☐ Recommended for continued employment
- ☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- ☐ Recommended for Dismissal / Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

### Overall Evaluation Summary

#### Overall Evaluation Summary Criteria

☐ Exemplary    ☐ Accomplished    ☐ Developing    ☐ Ineffective

\_\_\_\_\_ Agree

\_\_\_\_\_ Disagree

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### COMMENTS:

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

Superintendent / Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### COMMENTS:

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## **APPENDIX B-6**

### ***PRODUCTS OF PRACTICE / OTHER SOURCES OF EVIDENCE CHECKLIST***

- Documentation
- School Comprehensive Plan
- Discipline Reports
- Teacher and Student Attendance Reports
- Parent Communications
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department / Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round / Walk-through documentation
- Budgets
- EILA / Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent / Community engagement surveys
- Parent / Community engagement events documentation
- School schedules
- Electronic correspondence
- Other \_\_\_\_\_

## **APPENDIX C**

### **OTHER PROFESSIONALS GROWTH AND EFFECTIVENESS SYSTEM: (OPGES)**

The current evaluation standards and procedures for “Other” (speech language pathologists, counselors, psychologist, library media specialist, and instructional coaches) included in this evaluation plan will remain in effect until the OPGES is fully implemented in Kentucky.

# **CENTRAL OFFICE ADMINISTRATORS**

- **EVALUATION STANDARDS**
- **FORMATIVE CONFERENCE SUMMARY FORM**
- **SUMMATIVE EVALUATION FORM**

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## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR CENTRAL OFFICE ADMINISTRATORS

### **Standard 1: Organizes Use of Facility / Resources**

Develops (with assistance from staff and school council) strategic and systematic plans for organizing use(s) of facility(ies), materials, and human resources in order to maximize teaching / learning.

- 1.1 Uses district, state, and school council policies / guidelines (and staff input) when developing operational, instructional, and administrative plans / procedures
- 1.2 Collaborates with staff to develop safe practices for curricular / extra-curricular activities
- 1.3 Promotes a clean, healthy environment by providing personnel and students with plans / practices to follow
- 1.4 Maintains and supervises schedules of duties, including appropriate time frames, for all assigned certified / classified personnel
- 1.5 Maintains and supervises budgets for all organizational functions / activities by involving appropriate personnel
- 1.6 Maintains a record keeping system for operational and organizational functions / activities that is effective / efficient and in compliance with local and state regulations / policies
- 1.7 Utilizes technologies when developing / organizing / revising plans, schedules, procedures, and record keeping
- 1.8 Develops personal schedules of duties, including appropriate time frames, throughout calendar year
- 1.9 Provides opportunities that encourage collaboration among others in the use of resources

### **Standard 2: Manages Use of Facility / Resources**

Implements operational and organizational plans, policies, procedures, and schedules effectively and efficiently to maximize organizational operations and to provide accountability

- 2.1 Follows school council / district procedures to assure the proper implementation of operational and organizational plans / schedules
- 2.2 Maintains a fiscal record keeping process that is accurate and current for all organizational functions
- 2.3 Monitors activities and procedures used by certified / classified staff to maintain a clean, healthy, and safe environment
- 2.4 Evaluates (with appropriate staff and school council) effectiveness of operational / organizational plans and procedures
- 2.5 Solicits input from others when developing and revising operational / organizational plans and procedures
- 2.6 Evaluates / monitors / revises schedules and duties of classified personnel, certified personnel, and self to meet the needs of students and to improve instruction

- 2.7 Assists staff in prioritizing assignments / responsibilities
- 2.8 Develops (with appropriate staff) realistic timeframe(s) for completion of assignments / duties
- 2.9 Maintains accurate and thorough district / school records (e.g., staff and student punctuality, attendance, performances)
- 2.10 Monitors programs, facility(ies), and operation(s) and recommends improvements
- 2.11 Implements policies set by Board of Education

### **Standard 3: Communicates Effectively**

Demonstrates effective interpersonal skills in communicating with students, teachers, colleagues, parents and others

- 3.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions
- 3.2 Speaks so others can understand
- 3.3 Uses correct grammar and pronunciation
- 3.4 Writes letters, reports, etc., in a timely, clear, and effective manner
- 3.5 Provides open lines of communication with others
- 3.6 Communicates through appropriate / designated channels
- 3.7 Employs conflict-resolution procedures
- 3.8 Shares student expectations and progress with others (e.g., parents, students, personnel, community members)
- 3.9 Selects the appropriate media source(s) / technologies to publicize students' achievements, personnel achievements, school / district activities planned, etc.
- 3.10 Conducts meetings and conveys essential information in an open manner
- 3.11 Solicits input from community members, students, colleagues, etc., about organizational operations
- 3.12 Acts and reacts in a positive, constructive, and mutually respectful manner when dealing with others
- 3.13 Communicates expectations for the organization and staff in compliance with school council or district policy
- 3.14 Demonstrates trustworthiness in all communications
- 3.15 Represents the school in the community

### **Standard 4: Serves as an Instructional Leader**

Shares district and school council vision, mission, goals and objectives, and assumes responsibility for coordinating the educational activities to accomplish them

- 4.1 Prepares / coordinates the development of curriculum, projects, reports, goals, and plans that reflect district / state and school council goals and objectives

- 4.2 Analyzes and shares the results of student progress toward meeting academic expectations / district or school council goals
- 4.3 Promotes and assists in implementing instructional activities to increase student performance / achievement
- 4.4 Implements district evaluation / professional growth plan for instructional / organizational growth
- 4.5 Incorporates a system of regular curriculum analysis and works with the schools council or district to make revisions based upon assessments and student, teacher, parents, and community needs / input
- 4.6 Coordinates the implementation of instructional strategies and practices that accommodate the needs of all students
- 4.7 Collaborates with others (students, teachers, school administrators, parents, others) to support the delivery of a performance-based curriculum with "real-life" applications
- 4.8 Models effective teaching and leadership techniques when conducting meetings / presentations
- 4.9 Provides direction for and assistance with curriculum integration activities / curriculum alignment
- 4.10 Applies school council or district disciplinary policies and procedures in a fair, consistent, and constructive manner
- 4.11 Involves others (parents, community members, and students) in all aspects of curriculum changes / improvement / implementation
- 4.12 Facilitates the development of school / district vision / mission / goals
- 4.13 Facilitates the development of district Consolidated Plan

#### **Standard 5: Exhibits Professionalism**

Seeks and completes professional growth opportunities / activities for self and staff to improve instruction with school council approval as appropriate

- 5.1 Upholds and models Kentucky's School Personnel Code of Ethics
- 5.2 Uses a variety of sources to evaluate self and to identify needs / managerial improvement
- 5.3 Develops / reviews a professional growth plan congruent with school / district / KERA goals and mission
- 5.4 Reviews professional development growth plan annually and revises plan as needs / goals change or as evaluation warrants
- 5.5 Participates in focused professional development activities (continuing education, workshops, seminars, etc.)
- 5.6 Keeps abreast of current research / theories / practices in educational administration for instructional improvement purposes
- 5.7 Shares educational materials, information, ideas with colleagues

- 5.8 Strives to improve leadership, administration, and instruction on a consistent basis
- 5.9 Maintains appropriate confidentiality regarding students' behaviors and performances, employee evaluations, professional growth plans, etc.
- 5.10 Supports staff in identifying needs, scheduling time, and securing resources for their professional growth activities
- 5.11 Maintains certification / requirements for personnel evaluator and effective instructional leadership program
- 5.12 Demonstrates a respect for people of all groups (gender, race, religion. etc.)
- 5.13 Attains all standards established by the Education Professional Standards Board

#### **Standard 6: Meets Job Expectations**

Meets local school district expectations and requirements of job description

- 6.1 Implements / follows district policies and procedures
- 6.2 Adheres to district expectations / criteria outlined in job description of assigned duties
- 6.3 Serves as an active participant on school / district committees / councils
- 6.4 Prepares agenda and materials for both regularly scheduled and other necessary meetings
- 6.5 Prepares reports in an organized and timely manner as stipulated by district / state policies
- 6.6 Maintains regular punctual attendance
- 6.7 Recommends instructional / facility(ies) change(s) as needed
- 6.8 Performs other assignments consistent with contract / job expectations





## POST-OBSERVATION CONFERENCE FORMATIVE SUMMARY FORM

Evaluatee \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Dates of Conference \_\_\_\_\_ School \_\_\_\_\_

### Administrator Standards

### Meets

### Growth Needed

**Standard 1:** Organizes Use of Facility / Resources

\_\_\_\_\_

**Standard 2:** Manages Use of Facility / Resources

\_\_\_\_\_

**Standard 3:** Communicates Effectively

\_\_\_\_\_

**Standard 4:** Serves as an Instructional Leader

\_\_\_\_\_

**Standard 5:** Exhibits Professionalism

\_\_\_\_\_

**Standard 6:** Meets Job Expectations

\_\_\_\_\_

### **Data Collection - Areas of Strength, Enrichment and / or Improvement**

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

Evaluatee: \_\_\_\_\_ Agree with this formative evaluation

\_\_\_\_\_ Disagree with this formative evaluation

Evaluatee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## FORMATIVE CONFERENCE FORM FOR CENTRAL OFFICE ADMINISTRATORS

Evaluatee \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Dates of Conference \_\_\_\_\_ School \_\_\_\_\_

Standards Performance Criteria		Rating				
Standard 1: Organizes Use of Facility / Resources						
1.1	Uses district, state, and local school council policies / guidelines (and staff input) when developing operational, instructional, and administrative plans / procedures	I	D	A	E	NA
1.2	Collaborates with staff to develop safe practices for curricular / extra-curricular activities	I	D	A	E	NA
1.3	Promotes a clean, healthy environment by providing personnel and students with plans / practices to follow	I	D	A	E	NA
1.4	Maintains and supervises schedules of duties, including appropriate time frames for all assigned certified / classified personnel	I	D	A	E	NA
1.5	Maintains and supervises budgets for all organizational functions / activities by involving appropriate personnel	I	D	A	E	NA
1.6	Maintains a record keeping system for operational and organizational functions / activities that is effective / efficient and in compliance with local and state regulations / policies	I	D	A	E	NA
1.7	Utilizes technologies when developing / organizing / revising plans, schedules, procedures, and record keeping	I	D	A	E	NA
1.8	Develops personal schedules of duties, including appropriate time frames, throughout calendar year	I	D	A	E	NA

Standards Performance Criteria		Rating				
1.9	Provides opportunities that encourage collaboration among others in the use of resources	I	D	A	E	NA
<b>Standard 2: Manages Uses of Facility / Resources</b>						
2.1	Follows school council / district procedures to assure the proper implementation of operational and organizational plans / schedules	I	D	A	E	NA
2.2	Maintains a fiscal record keeping process that is accurate and current for all organizational functions	I	D	A	E	NA
2.3	Monitors activities and procedures used by certified / classified staff to maintain a clean, healthy, and safe environment	I	D	A	E	NA
2.4	Evaluates (with appropriate staff and school council) effectiveness of operational / organizational plans and procedures	I	D	A	E	NA
2.5	Solicits input from others when developing and revising operational / organizational plans and procedures	I	D	A	E	NA
2.6	Evaluates / monitors / revises schedules and duties of classified personnel, certified personnel and self to meet the needs of students and to improve	I	D	A	E	NA
2.7	Assists staff in prioritizing assignments / responsibilities	I	D	A	E	NA
2.8	Develops (with appropriate staff) realistic timeframe(s) for completion of assignment / duties	I	D	A	E	NA
2.9	Maintains accurate and thorough district / school records (e.g. staff and student punctuality, attendance, performances)	I	D	A	E	NA
2.10	Monitors programs, facility(ies), and operation(s) and recommends improvements	I	D	A	E	NA
2.11	Implements policies set by Board of Education	I	D	A	E	NA
<b>Standard 3: Communicates Effectively</b>						
3.1	Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions	I	D	A	E	NA

Standards Performance Criteria		Rating				
3.2	Speaks so others can understand	I	D	A	E	NA
3.3	Uses correct grammar and pronunciation	I	D	A	E	NA
3.4	Writes letters, reports, etc., in a timely, clear, and effective manner	I	D	A	E	NA
3.5	Provides open lines of communication with others	I	D	A	E	NA
3.6	Communicates through appropriate / designated channels	I	D	A	E	NA
3.7	Employs conflict-resolution procedures	I	D	A	E	NA
3.8	Shares student expectations and progress with others (e.g., parents, students, personnel, community members)	I	D	A	E	NA
3.9	Selects the appropriate media source(s) / technologies to publicize students' achievements, personnel achievements, school / district activities planned, etc.	I	D	A	E	NA
3.10	Conducts meetings and conveys essential information in an open manner	I	D	A	E	NA
3.11	Solicits input from community members, students, colleagues, etc., about organizational operations	I	D	A	E	NA
3.12	Acts and reacts in a positive, constructive, and mutually respectful manner when dealing with others	I	D	A	E	NA
3.13	Communicates expectations for the organization and staff in compliance with school council or district policy	I	D	A	E	NA
3.14	Demonstrates trustworthiness in all communications	I	D	A	E	NA
3.15	Represents the school in the community	I	D	A	E	NA
<b>Standard 4: Serves as an Instructional Leader</b>						
4.1	Prepares / coordinates the development of curriculum, projects, reports, goals and plans that reflect district / state and school council goals and objectives	I	D	A	E	NA

Standards Performance Criteria		Rating				
4.2	Analyzes and shares the results of student progress toward meeting academic expectations / district or school council goals	I	D	A	E	NA
4.3	Promotes and assists in implementing instructional activities to increase student performance / achievement	I	D	A	E	NA
4.4	Implements district evaluation / professional growth plan for instructional / organizational growth	I	D	A	E	NA
4.5	Incorporates a system of regular curriculum analysis and works with the schools council or district to make revisions based upon assessments and student, teacher, parents, and community needs / input	I	D	A	E	NA
4.6	Coordinates the implementation of instructional strategies and practices that accommodate the needs of all students	I	D	A	E	NA
4.7	Collaborates with others (students, teachers, school administrators, parents, others) to support the delivery of a performance-based curriculum with "real-life" applications	I	D	A	E	NA
4.8	Models effective teaching and leadership techniques when conducting meetings / presentations	I	D	A	E	NA
4.9	Provides direction for and assistance with curriculum integration activities / curriculum alignment	I	D	A	E	NA
4.10	Applies school council or district disciplinary policies and procedures in a fair, consistent, and constructive manner	I	D	A	E	NA
4.11	Involves others (parents, community members, and students) in all aspects of curriculum changes / improvement / implementation	I	D	A	E	NA
4.12	Facilitates the development of school / district vision / mission / goals	I	D	A	E	NA
4.13	Facilitates the development of district Consolidated Plan	I	D	A	E	NA
<b>Standard 5: Exhibits Professionalism</b>						
5.1	Upholds and models Kentucky's School Personnel Code of Ethics	I	D	A	E	NA

Standards Performance Criteria		Rating				
5.2	Uses a variety of sources to evaluate self and to identify needs / managerial improvement	I	D	A	E	NA
5.3	Develops / reviews a professional growth plan congruent with school / district / KERA goals and mission	I	D	A	E	NA
5.4	Reviews professional development growth plan annually and revises plan as needs / goals change or as evaluation warrants	I	D	A	E	NA
5.5	Participates in focused professional development activities (continuing education, workshops, seminars, etc.)	I	D	A	E	NA
5.6	Keeps abreast of current research / theories / practices in educational administration for instructional improvement purposes	I	D	A	E	NA
5.7	Shares educational materials, information, ideas with colleagues	I	D	A	E	NA
5.8	Strives to improve leadership, administration, and instruction on a consistent basis	I	D	A	E	NA
5.9	Maintains appropriate confidentiality regarding students' behaviors and performances, employee evaluations, professional growth plans, etc.	I	D	A	E	NA
5.10	Supports staff in identifying needs, scheduling time, and securing resources for their professional growth activities	I	D	A	E	NA
5.11	Maintains certification / requirements for personnel evaluator and effective instructional leadership program	I	D	A	E	NA
5.12	Demonstrates a respect for people of all groups (gender, race, religion, etc.)	I	D	A	E	NA
5.13	Attains all standards established by the Education Professional Standards Board	I	D	A	E	NA
<b>Standard 6: Meets Job Expectations</b>						
6.1	Implements / follows district policies and procedures	I	D	A	E	NA

Standards Performance Criteria		Rating				
6.2	Adheres to district expectations / criteria outlined in job description of assigned duties	I	D	A	E	NA
6.3	Serves as an active participant on school / district committees / councils	I	D	A	E	NA
6.4	Prepares agenda and materials for both regularly scheduled and other necessary meetings	I	D	A	E	NA
6.5	Prepares reports in an organized and timely manner as stipulated by district / state policies	I	D	A	E	NA
6.6	Maintains regular punctual attendance	I	D	A	E	NA
6.7	Recommends instructional / facility(ies) change(s) as needed	I	D	A	E	NA
6.8	Performs other assignments consistent with contract / job expectations	I	D	A	E	NA



## SUMMATIVE EVALUATION FOR CENTRAL OFFICE ADMINISTRATORS

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School / Department \_\_\_\_\_

### **Administrators Standards**

### **Meets**

### **Does not Meet**

**Standard 1:** Organizes Use of Facility / Resources

\_\_\_\_\_

\_\_\_\_\_

**Standard 2:** Manages Use of Facility / Resources

\_\_\_\_\_

\_\_\_\_\_

**Standard 3:** Communicates Effectively

\_\_\_\_\_

\_\_\_\_\_

**Standard 4:** Serves as an Instructional Leader

\_\_\_\_\_

\_\_\_\_\_

**Standard 5:** Exhibits Professionalism

\_\_\_\_\_

\_\_\_\_\_

**Standard 6:** Meets Job Expectations

\_\_\_\_\_

\_\_\_\_\_

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

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ 6\_\_\_\_

Evaluatee's comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

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

Evaluatee: \_\_\_\_ Agree with this summative evaluation

\_\_\_\_ Disagree with this summative evaluation

**Evaluatee** shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

### **Employment Recommendation to Superintendent**

\_\_\_\_ Recommends for re-employment

\_\_\_\_ Does not recommend for re-employment



# **HOME HOSPITAL INSTRUCTOR**

- **EVALUATION STANDARDS**
- **FORMATIVE CONFERENCE SUMMARY FORM**
- **SUMMATIVE EVALUATION FORM**

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## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR HOME HOSPITAL INSTRUCTOR

### **Standard 1: Implements Curriculum/Plans Instruction**

Develops lesson plans/units of study based upon appropriate academic expectations/student goals/district/school objectives/student needs and goals

- 1.1 Identifies KERA goals and targeted academic expectations in lesson/unit
- 1.2 Matches activities/learning experiences to academic expectations
- 1.3 Selects appropriate materials/media/technologies for lesson presentation
- 1.4 Includes student activities that address various student learning intelligences/skills
- 1.5 Selects experiences that are developmentally appropriate and challenging
- 1.6 Includes a culminating activity that measures the identified academic expectations
- 1.7 Plans activities to make effective use of instructional time
- 1.8 Incorporates performance-based assessments
- 1.9 Includes school and/or community resources (when appropriate)
- 1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline
- 1.11 Involves students, when appropriate, in designing student activities
- 1.12 Designs instructional activities and themes of interest to students
- 1.13 Designs or uses projects, manipulatives, and simulations to provide "real life" experiences
- 1.14 Collaborates with others to develop and deliver an aligned curriculum to meet the identified needs of students
- 1.15 Formulates academically-relevant and essential questions
- 1.16 Plans activities to fully implement IEP, 504 Plan, SEA recommendations and/or a Remediation Plan

### **Standard 2: Organizes Learning Environment/Climate**

Develops a positive learning climate and arranges physical environment to enhance learning and delivery of instruction

- 2.1 Arranges environment to accommodate individual, small-group, and large-group activities
- 2.2 Alters physical arrangements to match planned activities/student needs
- 2.3 Maintains a safe/functional environment that minimizes barriers to learning
- 2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities
- 2.5 Maintains positive student - teacher interactions
- 2.6 Displays sensitivity when dealing with students and others
- 2.7 Interacts positively with students, colleagues, parents, and community members

### **Standard 3: Presents Instruction / Guides Learning**

Implements instructional units/lesson plans

- 3.1 Provides/communicates introduction/orientation (e.g. review, organizer, statements of fact, open response questions, other)
- 3.2 Communicates/displays specific learner expectations and desired results
- 3.3 Connects student activities/lesson objectives to "real-life" applications/settings

- 3.4 Includes appropriate uses of media and technologies
- 3.5 Provides multiple perspectives and differing viewpoints when applicable
- 3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations
- 3.7 Makes smooth, clear transitions between activities
- 3.8 Provides time and activities for all students to apply knowledge/practice skills
- 3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses
- 3.10 Uses appropriate response techniques when responding to students answers in order to maximize learning
- 3.11 Demonstrates and enhances subject knowledge by providing examples and illustrations / up-to-date information/practices/procedures
- 3.12 Provides opportunities for individual and cooperative learning experiences Involves all students in learning opportunities
- 3.13 Emphasizes/repeats essential ideas, concepts, and procedures throughout instruction
- 3.14 Brings closure to unit/activity that reinforces learning

#### **Standard 4: Assesses Learning/Instruction**

Demonstrates abilities and techniques to improve instruction/learning by using a variety of assessment procedures

- 4.1 Provides students immediate and specific feedback on a consistent basis
- 4.2 Provides feedback that is meaningful and timely
- 4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities
- 4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.)
- 4.5 Analyzes assessment results to improve/revise instruction
- 4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)
- 4.7 Provides opportunities for student analysis of unit/lesson activities (reflections, assists in developing scoring guides, etc.)

#### **Standard 5: Manages Student Behavior**

Manages student behaviors by establishing and maintaining mutually respected behavior

- 5.1 Establishes/maintains behavioral expectations (class rules) of students
- 5.2 Monitors students' behaviors according to local school/district policies and procedures
- 5.3 Reinforces acceptable student behaviors with genuine, specific praise
- 5.4 Holds each student accountable for his/her own behaviors
- 5.5 Manages disruptive behavior constructively by establishing standards of mutually respected behavior rather than losing instructional momentum
- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors
- 5.8 Establishes and maintains standards of mutually respected behavior

**Standard 6: Communicates Effectively**

Communicates positively/effectively with students, colleagues, parents, and others

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions
- 6.2 Speaks distinctly and clearly
- 6.3 Adjusts volume and tone for emphasis
- 6.4 Models correct grammar and pronunciation
- 6.5 Provides clear instructions
- 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others
- 6.8 Makes effective use of non-verbal cues, expressions, gestures, etc.

**Standard 7: Exhibits Professionalism**

- 7.1 Seeks and completes professional growth opportunities/activities to improve instruction
- 7.2 Evaluates self to identify needs for instructional improvement
- 7.3 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions
- 7.4 Reviews professional growth plan annually and revises plan as needs/goals change
- 7.5 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, study groups, etc.)
- 7.6 Shares instructional materials, information, ideas with colleagues
- 7.7 Strives to improve instruction on a consistent basis
- 7.8 Maintains appropriate confidentiality regarding students' behaviors and performances
- 7.9 Upholds and models Kentucky School Personnel Code of Ethics
- 7.10 Encourages professional growth of peers
- 7.11 Attains all standards established by the Education Professional Standards Board

**Standard 8: Meets Job Expectations/Descriptions**

Meets local school district job expectations and requirements in job descriptions

- 8.1 Follows proper channels to address issues and answers
- 8.2 Meets assigned time frames as stipulated
- 8.3 Serves on various school/district committees
- 8.4 Follows school/district policies and procedures including employee time and attendance
- 8.5 Performs other (out-of-class) duties consistent with contract/job expectations
- 8.6 Attends ARC, 504, and SEA meetings, when notified, and adheres to all steps of due process

**Standard 9: Demonstrates Implementation of Technology**

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Uses the computer to do word processing create databases and spreadsheets, access electronic mail and the Internet and make presentations
- 9.5 Uses technology to enhance professional productivity and support instruction

- 9.6 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 9.7 Designs lessons that combine technology and research-based instructional practices
- 9.8 Uses technology to support assessments of student learning



## POST-OBSERVATION CONFERENCE FORMATIVE SUMMARY FORM

### Home Hospital Instructor Standards

Meets

Growth  
Needed

**Standard 1:** Implements Curriculum/Plans Instruction

\_\_\_\_\_

\_\_\_\_\_

**Standard 2:** Organizes Learning Environment/Climate

\_\_\_\_\_

\_\_\_\_\_

**Standard 3:** Presents Instruction/Guides Learning

\_\_\_\_\_

\_\_\_\_\_

**Standard 4:** Assesses Learning/Instruction

\_\_\_\_\_

\_\_\_\_\_

**Standard 5:** Manages Student Behavior

\_\_\_\_\_

\_\_\_\_\_

**Standard 6:** Communicates Effectively

\_\_\_\_\_

\_\_\_\_\_

**Standard 7:** Exhibits Professionalism

\_\_\_\_\_

\_\_\_\_\_

**Standard 8:** Meets Job Expectations/Descriptions

\_\_\_\_\_

\_\_\_\_\_

**Standard 9:** Demonstrates Implementation of Technology

\_\_\_\_\_

\_\_\_\_\_

### **Data Collection - Areas of Strength, Enrichment and/or Improvement**

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

Evaluatee: \_\_\_\_\_ Agree with this formative evaluation

\_\_\_\_\_ Disagree with this formative evaluation

Evaluatee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## FORMATIVE CONFERENCE FORM FOR HOME HOSPITAL INSTRUCTOR

Evaluatee \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Dates of Conference \_\_\_\_\_

Standards Performance Criteria	Rating				
Standard 1: Implements Curriculum / Plans Instruction					
1.1 Identifies KERA goals and targeted academic expectations in lesson / unit	I	D	A	E	NA
1.2 Matches activities / learning experiences to academic expectations	I	D	A	E	NA
1.3 Selects appropriate materials / media / technologies for lesson presentation	I	D	A	E	NA
1.4 Includes student activities that address various student learning intelligence / skills	I	D	A	E	NA
1.5 Selects experiences that are developmentally appropriate and academically challenging	I	D	A	E	NA
1.6 Includes a culminating activity that measures the identified academic expectations	I	D	A	E	NA
1.7 Plans activities to make effective use of instructional time	I	D	A	E	NA
1.8 Incorporates performance-based assessments	I	D	A	E	NA
1.9 Includes school and / or community resources (when appropriate)	I	D	A	E	NA
1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline	I	D	A	E	NA
1.11 Involves students, when appropriate, in designing student activities	I	D	A	E	NA

Standards Performance Criteria	Rating				
1.12 Designs instructional activities and themes of interest to students	I	D	A	E	NA
1.13 Designs or uses projects, manipulatives, and simulations to provide "real-life" experiences	I	D	A	E	NA
1.14 Collaborates with others to develop and deliver an aligned curriculum to meet the identified needs of students	I	D	A	E	NA
1.15 Formulates academically-relevant and essential questions	I	D	A	E	NA
1.16 Plans activities to fully implement IEP, 504 Plan, SEA recommendations and / or a Remediation Plan	I	D	A	E	NA
<b>Standard 2: Organizes Learning Environment / Climate</b>					
2.1 Arranges environment to accommodate individual, small-group, and large-group activities	I	D	A	E	NA
2.2 Alters physical arrangement to match planned activities / students' needs	I	D	A	E	NA
2.3 Maintains a safe/functional environment that minimizes barriers to learning	I	D	A	E	NA
2.4 Arranges instructional materials / media / equipment / technologies to maximize learning opportunities	I	D	A	E	NA
2.5 Maintains positive student-teacher interactions	I	D	A	E	NA
2.6 Displays sensitivity when dealing with students and others	I	D	A	E	NA
2.7 Interacts positively with students, colleagues, parents, and community members	I	D	A	E	NA
<b>Standard 3: Presents Instruction / Guides Learning</b>					
3.1 Provides / communicates introduction / orientation (e.g. review, organizer, statements of fact, open-response questions, other)	I	D	A	E	NA
3.2 Communicates / displays specific learner expectations and desired results	I	D	A	E	NA



Standards Performance Criteria	Rating				
3.3 Connects student activities/lesson objectives to "real-life" applications / settings	I	D	A	E	NA
3.4 Includes appropriate uses of media and technologies	I	D	A	E	NA
3.5 Provides multiple perspectives and differing viewpoints when applicable	I	D	A	E	NA
3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations	I	D	A	E	NA
3.7 Makes smooth, clear transitions between activities	I	D	A	E	NA
3.8 Provides time and activities for all students to apply knowledge / practice skills	I	D	A	E	NA
3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses	I	D	A	E	NA
3.10 Uses appropriate response techniques when responding to students answers in order to maximize learning	I	D	A	E	NA
3.11 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information / practices / procedures	I	D	A	E	NA
3.12 Provides opportunities for individual and cooperative learning experience	I	D	A	E	NA
3.13 Involves all students in learning opportunities	I	D	A	E	NA
3.14 Emphasize / repeats essential ideas, concepts, procedures throughout instruction	I	D	A	E	NA
3.15 Brings closure to unit / activity then reinforces learning	I	D	A	E	NA
<b>Standard 4: Assesses Learning / Activities</b>					
4.1 Provides students immediate and specific feedback on a consistent basis	I	D	A	E	NA

Standards Performance Criteria	Rating				
4.2 Provides feedback that is meaningful and timely	I	D	A	E	NA
4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices / activities	I	D	A	E	NA
4.4 Uses a variety of assessment techniques to evaluate student performances (open response items, performance events, portfolio entries, standardized tests, group participation, etc.)	I	D	A	E	NA
4.5 Analyzes assessment results to improve / revise instruction	I	D	A	E	NA
4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)	I	D	A	E	NA
4.7 Provides opportunities for students analysis of unit / lesson activities (reflections, assists in developing scoring guides, etc.)	I	D	A	E	NA
<b>Standard 5: Manages Student Behavior</b>					
5.1 Establishes / maintains behavioral expectations (class rules) of students	I	D	A	E	NA
5.2 Monitors students' behaviors according to local school / district policies and procedures	I	D	A	E	NA
5.3 Reinforces acceptable student behaviors with genuine, specific praise	I	D	A	E	NA
5.4 Holds each student accountable for his / her own behaviors	I	D	A	E	NA
5.5 Manages disruptive behavior constructively by establishing standards of mutually respected behavior rather than losing instructional momentum	I	D	A	E	NA
5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences	I	D	A	E	NA
5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors	I	D	A	E	NA

Standards Performance Criteria	Rating				
5.8 Establishes and maintains standards of mutually respected behavior	I	D	A	E	NA
<b>Standard 6: Communicates Effectively</b>					
6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions	I	D	A	E	NA
6.2 Speaks distinctly and clearly	I	D	A	E	NA
6.3 Adjusts volume and tone for emphasis	I	D	A	E	NA
6.4 Models correct grammar and pronunciation	I	D	A	E	NA
6.5 Provides clear instructions	I	D	A	E	NA
6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress, reports, etc.	I	D	A	E	NA
6.7 Displays awareness of space and presence when interacting with others	I	D	A	E	NA
6.8 Makes effective use of non-verbal cues, expressions, gestures, etc.	I	D	A	E	NA
<b>Standard 7: Exhibits Professionalism</b>					
7.1 Evaluates self to identify needs for instructional improvement	I	D	A	E	NA
7.2 Develops / reviews a professional growth plan congruent with school / district / KERA goals and missions	I	D	A	E	NA
7.3 Reviews professional growth plan annually and revise plan as needs / goals change	I	D	A	E	NA
7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, study groups, etc.)	I	D	A	E	NA

Standards Performance Criteria	Rating				
7.5 Shares instructional materials, information, ideas with colleagues	I	D	A	E	NA
7.6 Strives to improve instruction on a consistent basis	I	D	A	E	NA
7.7 Maintains appropriate confidentiality regarding students' behaviors and performances	I	D	A	E	NA
7.8 Upholds and models Kentucky School Personnel Code of Ethics	I	D	A	E	NA
7.9 Encourages professional growth of peers	I	D	A	E	NA
7.10 Attains all standards established by the Education Professional Standards Board	I	D	A	E	NA
<b>Standard 8: Meets Job Expectations / Descriptions</b>					
8.1 Follows proper channels to address issues and answers	I	D	A	E	NA
8.2 Meets assigned time frames as stipulated	I	D	A	E	NA
8.3 Serves on various school / district committee	I	D	A	E	NA
8.4 Follows school / district policies and procedures including employee time and attendance	I	D	A	E	NA
8.5 Performs other (out-of-class) duties consistent with contract / job expectations	I	D	A	E	NA
8.6 Attends ARC, 504, and SEA meetings, when notified, and adheres to all steps of due process	I	D	A	E	NA
<b>Standard 9: Demonstrates Implementation of Technology</b>					
9.1 Operates a multimedia computer and peripherals to install and use a variety of software	I	D	A	E	NA
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication	I	D	A	E	NA

Standards Performance Criteria	Rating				
9.3 Demonstrates knowledge of the use of technology in business, industry, and society	I	D	A	E	NA
9.4 Uses the computer to do word processing create databases and spreadsheets, access electronic mail and the Internet and make presentations	I	D	A	E	NA
9.5 Uses technology to enhance professional productivity and support instruction	I	D	A	E	NA
9.6 Requests and uses appropriate assistive and adaptive devices for students with special needs	I	D	A	E	NA
9.7 Designs lessons that combine technology and research-based instructional practices	I	D	A	E	NA
9.8 Uses technology to support assessments of student learning	I	D	A	E	NA



## SUMMATIVE EVALUATION FOR HOME HOSPITAL INSTRUCTOR

Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee \_\_\_\_\_ Grade / Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

### Teacher Standards

### Meets

### Does not Meet

1. Implements Curriculum/Plans Instruction
2. Organizes Learning Environment/Climate
3. Presents Instruction/Guides Learning
4. Assesses Learning/Instruction
5. Manages Student Behavior
6. Communicates Effectively
7. Exhibits Professionalism
8. Meets Job Expectations/Descriptions
9. Demonstrates Implementation of Technology

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ 6\_\_\_\_ 7\_\_\_\_ 8\_\_\_\_ 9\_\_\_\_

Evaluatee's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Evaluatee: ☐ Agree with this summative evaluation  
☐ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Employment Recommendation to Superintendent**

☐ Recommends for re-employment  
☐ Does not recommend for re-employment

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

# **GIFTED AND TALENTED INSTRUCTOR**

- **EVALUATION STANDARDS**
- **FORMATIVE CONFERENCE SUMMARY FORM**
- **SUMMATIVE EVALUATION FORM**





## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR GIFTED AND TALENTED INSTRUCTOR

### **Standard 1: Implements Curriculum/Plans Instruction**

Develops lesson plans/units of study based upon appropriate academic expectations/student goals/district/school objectives/student needs and goals

- 1.1 Identifies KERA goals and targeted academic expectations in lesson/unit
- 1.2 Matches activities/learning experiences to academic expectations
- 1.3 Selects appropriate materials/media/technologies for lesson presentation
- 1.4 Includes student activities that address various student learning intelligences/skills
- 1.5 Selects experiences that are developmentally appropriate and challenging
- 1.6 Includes a culminating activity that measures the identified academic expectations
- 1.7 Plans activities to make effective use of instructional time
- 1.8 Incorporates performance-based assessments
- 1.9 Includes school and/or community resources (when appropriate)
- 1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline
- 1.11 Involves students, when appropriate, in designing student activities
- 1.12 Designs instructional activities and themes of interest to students
- 1.13 Designs or uses projects, manipulatives, and simulations to provide "real life" experiences
- 1.14 Collaborates with others to develop and deliver an aligned curriculum to meet the identified needs of students
- 1.15 Formulates academically-relevant and essential questions
- 1.16 Plans activities to fully implement IEP, 504 Plan, SEA recommendations and/or a Remediation Plan

### **Standard 2: Organizes Learning Environment/Climate**

Develops a positive learning climate and arranges physical environment to enhance learning and delivery of instruction

- 2.1 Arranges environment to accommodate individual, small-group, and large-group activities
- 2.2 Alters physical arrangements to match planned activities/student needs
- 2.3 Maintains a safe/functional environment that minimizes barriers to learning
- 2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities
- 2.5 Maintains positive student - teacher interactions
- 2.6 Displays sensitivity when dealing with students and others
- 2.7 Interacts positively with students, colleagues, parents, and community members

### **Standard 3: Presents Instruction / Guides Learning**

Implements instructional units/lesson plans

- 3.1 Provides/communicates introduction/orientation (e.g. review, organizer, statements of fact, open response questions, other)

- 3.2 Communicates/displays specific learner expectations and desired results
- 3.3 Connects student activities/lesson objectives to "real-life" applications/settings
- 3.4 Includes appropriate uses of media and technologies
- 3.5 Provides multiple perspectives and differing viewpoints when applicable
- 3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations
- 3.7 Makes smooth, clear transitions between activities
- 3.8 Provides time and activities for all students to apply knowledge/practice skills
- 3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses
- 3.10 Uses appropriate response techniques when responding to students answers in order to maximize learning
- 3.11 Demonstrates and enhances subject knowledge by providing examples and illustrations / up-to-date information/practices/procedures
- 3.12 Provides opportunities for individual and cooperative learning experiences Involves all students in learning opportunities
- 3.13 Emphasizes/repeats essential ideas, concepts, and procedures throughout instruction
- 3.14 Brings closure to unit/activity that reinforces learning

#### **Standard 4: Assesses Learning/Instruction**

Demonstrates abilities and techniques to improve instruction/learning by using a variety of assessment procedures

- 4.1 Provides students immediate and specific feedback on a consistent basis
- 4.2 Provides feedback that is meaningful and timely
- 4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities
- 4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.)
- 4.5 Analyzes assessment results to improve/revise instruction
- 4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)
- 4.7 Provides opportunities for student analysis of unit/lesson activities (reflections, assists in developing scoring guides, etc.)

#### **Standard 5: Manages Student Behavior**

Manages student behaviors by establishing and maintaining mutually respected behavior

- 5.1 Establishes/maintains behavioral expectations (class rules) of students
- 5.2 Monitors students' behaviors according to local school/district policies and procedures
- 5.3 Reinforces acceptable student behaviors with genuine, specific praise
- 5.4 Holds each student accountable for his/her own behaviors
- 5.5 Manages disruptive behavior constructively by establishing standards of mutually respected behavior rather than losing instructional momentum

- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors
- 5.8 Establishes and maintains standards of mutually respected behavior

#### **Standard 6: Communicates Effectively**

Communicates positively/effectively with students, colleagues, parents, and others

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions
- 6.2 Speaks distinctly and clearly
- 6.3 Adjusts volume and tone for emphasis
- 6.4 Models correct grammar and pronunciation
- 6.5 Provides clear instructions
- 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others
- 6.8 Makes effective use of non-verbal cues, expressions, gestures, etc.

#### **Standard 7: Exhibits Professionalism**

- 7.1 Seeks and completes professional growth opportunities/activities to improve instruction
- 7.2 Evaluates self to identify needs for instructional improvement
- 7.3 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions
- 7.4 Reviews professional growth plan annually and revises plan as needs/goals change
- 7.5 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, study groups, etc.)
- 7.6 Shares instructional materials, information, ideas with colleagues
- 7.7 Strives to improve instruction on a consistent basis
- 7.8 Maintains appropriate confidentiality regarding students' behaviors and performances
- 7.9 Upholds and models Kentucky School Personnel Code of Ethics
- 7.10 Encourages professional growth of peers
- 7.11 Attains all standards established by the Education Professional Standards Board

#### **Standard 8: Meets Job Expectations/Descriptions**

Meets local school district job expectations and requirements in job descriptions

- 8.1 Follows proper channels to address issues and answers
- 8.2 Meets assigned time frames as stipulated
- 8.3 Serves on various school/district committees
- 8.4 Follows school/district policies and procedures including employee time and attendance
- 8.5 Performs other (out-of-class) duties consistent with contract/job expectations
- 8.6 Attends ARC, 504, and SEA meetings, when notified, and adheres to all steps of due process

## **Standard 9: Demonstrates Implementation of Technology**

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Uses the computer to do word processing create databases and spreadsheets, access electronic mail and the Internet and make presentations
- 9.5 Uses technology to enhance professional productivity and support instruction
- 9.6 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 9.7 Designs lessons that combine technology and research-based instructional practices
- 9.8 Uses technology to support assessments of student learning



**POST-OBSERVATION CONFERENCE  
FORMATIVE SUMMARY FORM**

<u>Teacher Standards</u>	<u>Meets</u>	<u>Growth Needed</u>
<b>Standard 1:</b> Implements Curriculum/Plans Instruction	_____	_____
<b>Standard 2:</b> Organizes Learning Environment/Climate	_____	_____
<b>Standard 3:</b> Presents Instruction/Guides Learning	_____	_____
<b>Standard 4:</b> Assesses Learning/Instruction	_____	_____
<b>Standard 5:</b> Manages Student Behavior	_____	_____
<b>Standard 6:</b> Communicates Effectively	_____	_____
<b>Standard 7:</b> Exhibits Professionalism	_____	_____
<b>Standard 8:</b> Meets Job Expectations/Descriptions	_____	_____
<b>Standard 9:</b> Demonstrates Implementation of Technology	_____	_____

**Data Collection - Areas of Strength, Enrichment and/or Improvement**

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

Evaluatee: \_\_\_\_\_ Agree with this formative evaluation  
\_\_\_\_\_ Disagree with this formative evaluation

Evaluatee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## FORMATIVE CONFERENCE FORM FOR GIFTED AND TALENTED INSTRUCTOR

Evaluatee \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Dates of Conference \_\_\_\_\_

Standards Performance Criteria	Rating				
Standard 1: Implements Curriculum / Plans Instruction					
1.1 Identifies KERA goals and targeted academic expectations in lesson / unit	I	D	A	E	NA
1.2 Matches activities / learning experiences to academic expectations	I	D	A	E	NA
1.3 Selects appropriate materials / media / technologies for lesson presentation	I	D	A	E	NA
1.4 Includes student activities that address various student learning intelligence / skills	I	D	A	E	NA
1.5 Selects experiences that are developmentally appropriate and academically challenging	I	D	A	E	NA
1.6 Includes a culminating activity that measures the identified academic expectations	I	D	A	E	NA
1.7 Plans activities to make effective use of instructional time	I	D	A	E	NA
1.8 Incorporates performance-based assessments	I	D	A	E	NA
1.9 Includes school and / or community resources (when appropriate)	I	D	A	E	NA
1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline	I	D	A	E	NA

Standards Performance Criteria	Rating				
1.11 Involves students, when appropriate, in designing student activities	I	D	A	E	NA
1.12 Designs instructional activities and themes of interest to students	I	D	A	E	NA
1.13 Designs or uses projects, manipulatives, and simulations to provide "real-life" experiences	I	D	A	E	NA
1.14 Collaborates with others to develop and deliver an aligned curriculum to meet the identified needs of students	I	D	A	E	NA
1.15 Formulates academically-relevant and essential questions	I	D	A	E	NA
1.16 Plans activities to fully implement IEP, 504 Plan, SEA recommendations and / or a Remediation Plan	I	D	A	E	NA
<b>Standard 2: Organizes Learning Environment / Climate</b>					
2.1 Arranges environment to accommodate individual, small-group, and large-group activities	I	D	A	E	NA
2.2 Alters physical arrangement to match planned activities / students' needs	I	D	A	E	NA
2.3 Maintains a safe/functional environment that minimizes barriers to learning	I	D	A	E	NA
2.4 Arranges instructional materials / media / equipment / technologies to maximize learning opportunities	I	D	A	E	NA
2.5 Maintains positive student-teacher interactions	I	D	A	E	NA
2.6 Displays sensitivity when dealing with students and others	I	D	A	E	NA
2.7 Interacts positively with students, colleagues, parents, and community members	I	D	A	E	NA

Standards Performance Criteria	Rating				
Standard 3: Presents Instruction / Guides Learning					
3.1 Provides / communicates introduction / orientation (e.g. review, organizer, statements of fact, open-response questions, other)	I	D	A	E	NA
3.2 Communicates / displays specific learner expectations and desired results	I	D	A	E	NA
3.3 Connects student activities/lesson objectives to "real-life" applications / settings	I	D	A	E	NA
3.4 Includes appropriate uses of media and technologies	I	D	A	E	NA
3.5 Provides multiple perspectives and differing viewpoints when applicable	I	D	A	E	NA
3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations	I	D	A	E	NA
3.7 Makes smooth, clear transitions between activities	I	D	A	E	NA
3.8 Provides time and activities for all students to apply knowledge / practice skills	I	D	A	E	NA
3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses	I	D	A	E	NA
3.10 Uses appropriate response techniques when responding to students answers in order to maximize learning	I	D	A	E	NA
3.11 Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information / practices / procedures	I	D	A	E	NA
3.12 Provides opportunities for individual and cooperative learning experience	I	D	A	E	NA



Standards Performance Criteria	Rating				
3.13 Involves all students in learning opportunities	I	D	A	E	NA
3.14 Emphasize / repeats essential ideas, concepts, procedures throughout instruction	I	D	A	E	NA
3.15 Brings closure to unit / activity then reinforces learning	I	D	A	E	NA
<b>Standard 4: Assesses Learning / Activities</b>					
4.1 Provides students immediate and specific feedback on a consistent basis	I	D	A	E	NA
4.2 Provides feedback that is meaningful and timely	I	D	A	E	NA
4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices / activities	I	D	A	E	NA
4.4 Uses a variety of assessment techniques to evaluate student performances (open response items, performance events, portfolio entries, standardized tests, group participation, etc.)	I	D	A	E	NA
4.5 Analyzes assessment results to improve / revise instruction	I	D	A	E	NA
4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)	I	D	A	E	NA
4.7 Provides opportunities for students analysis of unit / lesson activities (reflections, assists in developing scoring guides, etc.)	I	D	A	E	NA
<b>Standard 5: Manages Student Behavior</b>					
5.1 Establishes / maintains behavioral expectations (class rules) of students	I	D	A	E	NA
5.2 Monitors students' behaviors according to local school / district policies and procedures	I	D	A	E	NA

Standards Performance Criteria	Rating				
5.3 Reinforces acceptable student behaviors with genuine, specific praise	I	D	A	E	NA
5.4 Holds each student accountable for his / her own behaviors	I	D	A	E	NA
5.5 Manages disruptive behavior constructively by establishing standards of mutually respected behavior rather than losing instructional momentum	I	D	A	E	NA
5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences	I	D	A	E	NA
5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors	I	D	A	E	NA
5.8 Establishes and maintains standards of mutually respected behavior	I	D	A	E	NA
<b>Standard 6: Communicates Effectively</b>					
6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions	I	D	A	E	NA
6.2 Speaks distinctly and clearly	I	D	A	E	NA
6.3 Adjusts volume and tone for emphasis	I	D	A	E	NA
6.4 Models correct grammar and pronunciation	I	D	A	E	NA
6.5 Provides clear instructions	I	D	A	E	NA
6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress, reports, etc.	I	D	A	E	NA
6.7 Displays awareness of space and presence when interacting with others	I	D	A	E	NA

Standards Performance Criteria	Rating				
6.8 Makes effective use of non-verbal cues, expressions, gestures, etc.	I	D	A	E	NA
<b>Standard 7: Exhibits Professionalism</b>					
7.1 Evaluates self to identify needs for instructional improvement	I	D	A	E	NA
7.2 Develops / reviews a professional growth plan congruent with school / district / KERA goals and missions	I	D	A	E	NA
7.3 Reviews professional growth plan annually and revise plan as needs / goals change	I	D	A	E	NA
7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, study groups, etc.)	I	D	A	E	NA
7.5 Shares instructional materials, information, ideas with colleagues	I	D	A	E	NA
7.6 Strives to improve instruction on a consistent basis	I	D	A	E	NA
7.7 Maintains appropriate confidentiality regarding students' behaviors and performances	I	D	A	E	NA
7.8 Upholds and models Kentucky School Personnel Code of Ethics	I	D	A	E	NA
7.9 Encourages professional growth of peers	I	D	A	E	NA
7.10 Attains all standards established by the Education Professional Standards Board	I	D	A	E	NA
<b>Standard 8: Meets Job Expectations / Descriptions</b>					
8.1 Follows proper channels to address issues and answers	I	D	A	E	NA
8.2 Meets assigned time frames as stipulated	I	D	A	E	NA

Standards Performance Criteria	Rating				
8.3 Serves on various school / district committee	I	D	A	E	NA
8.4 Follows school / district policies and procedures including employee time and attendance	I	D	A	E	NA
8.5 Performs other (out-of-class) duties consistent with contract / job expectations	I	D	A	E	NA
8.6 Attends ARC, 504, and SEA meetings, when notified, and adheres to all steps of due process	I	D	A	E	NA
<b>Standard 9: Demonstrates Implementation of Technology</b>					
9.1 Operates a multimedia computer and peripherals to install and use a variety of software	I	D	A	E	NA
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication	I	D	A	E	NA
9.3 Demonstrates knowledge of the use of technology in business, industry, and society	I	D	A	E	NA
9.4 Uses the computer to do word processing create databases and spreadsheets, access electronic mail and the Internet and make presentations	I	D	A	E	NA
9.5 Uses technology to enhance professional productivity and support instruction	I	D	A	E	NA
9.6 Requests and uses appropriate assistive and adaptive devices for students with special needs	I	D	A	E	NA
9.7 Designs lessons that combine technology and research-based instructional practices	I	D	A	E	NA
9.8 Uses technology to support assessments of student learning	I	D	A	E	NA



## SUMMATIVE EVALUATION FOR GIFTED AND TALENTED INSTRUCTOR

Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee \_\_\_\_\_ Grade / Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

### Teacher Standards

### Meets

### Does not Meet

1. Implements Curriculum/Plans Instruction

\_\_\_\_\_

\_\_\_\_\_

2. Organizes Learning Environment/Climate

\_\_\_\_\_

\_\_\_\_\_

3. Presents Instruction/Guides Learning

\_\_\_\_\_

\_\_\_\_\_

4. Assesses Learning/Instruction

\_\_\_\_\_

\_\_\_\_\_

5. Manages Student Behavior

\_\_\_\_\_

\_\_\_\_\_

6. Communicates Effectively

\_\_\_\_\_

\_\_\_\_\_

7. Exhibits Professionalism

\_\_\_\_\_

\_\_\_\_\_

8. Meets Job Expectations/Descriptions

\_\_\_\_\_

\_\_\_\_\_

9. Demonstrates Implementation of Technology

\_\_\_\_\_

\_\_\_\_\_

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

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ 6\_\_\_\_ 7\_\_\_\_ 8\_\_\_\_ 9\_\_\_\_

Evaluatee's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Evaluatee: ☐ Agree with this summative evaluation

☐ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Employment Recommendation to Superintendent**

☐ Recommends for re-employment

☐ Does not recommend for re-employment

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

# **GUIDANCE COUNSELOR**

- **OPGES FRAMEWORKS**
- **SELF REFLECTION**
- **PROFESSIONAL GROWTH PLAN**
- **FORMATIVE EVALUATION**
- **SUMMATIVE EVALUATION**
- **OVERALL PERFORMANCE CATEGORY**

## OPGES FRAMEWORKS

Domain 1: Planning & Preparation – Guidance Counselor				
<b>1A</b> - Demonstrating knowledge of counseling theory and techniques	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<b>1B</b> - Demonstrating knowledge of child and adolescent development	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<b>1C</b> - Establishing goals for the counseling program appropriate to the setting and the students served	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>



<b>1D</b> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1E</b> - Plan in the counseling program integrated with the regular school program	<b>Ineffective</b> Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	<b>Developing</b> Counselor's plan has guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	<b>Accomplished</b> Counselor has developed a plan that includes the important aspects of counseling in the setting.	<b>Exemplary</b> Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>1F</b> - Developing a plan to evaluate the counseling program	<b>Ineffective</b> Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	<b>Developing</b> Counselor has a rudimentary plan to evaluate the counseling program.	<b>Accomplished</b> Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	<b>Exemplary</b> Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2: The Environment – Guidance Counselor

<b>2A</b> - Creating an environment of respect and rapport	<b>Ineffective</b> Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	<b>Developing</b> Counselor's interactions are a mix of positive and negative: the counselor's efforts at encouraging positive interactions among students	<b>Accomplished</b> Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	<b>Exemplary</b> Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in
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		are partially successful.		positive interactions.
<b>2B</b> - Establishing a culture for productive communication	<b>Ineffective</b> Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	<b>Developing</b> Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	<b>Accomplished</b> Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	<b>Exemplary</b> The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<b>2C</b> - Managing routines and procedures	<b>Ineffective</b> Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	<b>Developing</b> Counselor has rudimentary and partially successful routines for the counseling center or classroom.	<b>Accomplished</b> Counselor's routines for the counseling center or classroom work effectively.	<b>Exemplary</b> Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<b>2D</b> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	<b>Ineffective</b> Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	<b>Developing</b> Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	<b>Accomplished</b> Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	<b>Exemplary</b> Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

<b>2E</b> - Organizing physical space	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<b>Domain 3: Delivery of Service – Guidance Counselor</b>				
<b>3A</b> - Assessing student needs	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<b>3B</b> - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<b>3C</b> - Using counseling techniques is individual and classroom programs	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

<b>3D</b> - Brokering resources to meet needs	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<b>3E</b> - Demonstrating flexibility and responsiveness	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor adheres to the plan or in spite of evidence of its inadequacy.	Counselor makes modest changes in counseling program when confronted evidence of the need for change.	Counselor makes revisions in the program when they are needed.	Counselor is continually seeking ways to improve the counseling program and changes as needed in response to parent, or teacher input.

## Domain 4: Professional Responsibilities – Guidance Counselor

<b>4A</b> - Reflecting on practice	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

<b>4B</b> - Maintaining records and submitting them in a timely fashion	<b>Ineffective</b> Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	<b>Developing</b> Counselor's reports, records, and documentation are generally accurate but are occasionally late.	<b>Accomplished</b> Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	<b>Exemplary</b> Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<b>4C</b> - Communicating with families	<b>Ineffective</b> Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	<b>Developing</b> Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	<b>Accomplished</b> Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	<b>Exemplary</b> Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<b>4D</b> - Participating in a professional community	<b>Ineffective</b> Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	<b>Developing</b> Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	<b>Accomplished</b> Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	<b>Exemplary</b> Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4E</b> - Engaging in professional development	<b>Ineffective</b> Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills.	<b>Developing</b> Counselor's participation in professional development activities is limited to those that are convenient or are required.	<b>Accomplished</b> Counselor seeks out opportunities for professional development based on an individual assessment of need.	<b>Exemplary</b> Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4F - Showing professionalism	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.



## GUIDANCE COUNSELOR SELF-REFLECTION

**Directions:** Completed by guidance counselor. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Guidance Counselor:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**School:** \_\_\_\_\_

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	

<b>Component:</b>	<b>Self-Assessment:</b>				<b>Rationale:</b>
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	





## PROFESSIONAL GROWTH PLAN

**Directions:** After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

**Guidance Counselor:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**School:** \_\_\_\_\_

### Professional Growth Goal

### Component

### Principal's Feedback

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



## GUIDANCE COUNSELOR FORMATIVE EVALUATION FORM

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

**Guidance Counselor:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Peer Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Component:	Evidence:
1A - Demonstrating knowledge of counseling theory and techniques	
1B - Demonstrating knowledge of child and adolescent development	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	
1E - Plan in the counseling program integrated with the regular school program	
1F - Developing a plan to evaluate the counseling program	
2A - Creating an environment of respect and rapport	
2B - Establishing a culture for productive communication	
2C - Managing routines and procedures	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	
2E - Organizing physical space	
3A - Assessing student needs	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	
3C - Using counseling text makes an individual and classroom programs	
3D - Brokering resources to meet needs	
3E - Demonstrating flexibility and responsiveness	
4A - Reflecting on practice	

<b>Component:</b>	<b>Evidence:</b>
4B - Maintaining records and submitting them in a timely fashion	
4C - Communicating with families	
4D - Participating in a professional community	
4E - Engaging in professional development	
4F - Showing professionalism	

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Guidance Counselor Signature



## GUIDANCE COUNSELOR SUMMATIVE EVALUATION FORM

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

**Guidance Counselor:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	

3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

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

Evaluatee: \_\_\_\_ Agree with this summative evaluation

\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Employment Recommendation to Superintendent**

\_\_\_\_ Recommends for re-employment

\_\_\_\_ Does not recommend for re-employment

Guidance Counselor Signature*:	Date:
Evaluator Signature:	Date:

*\*Denotes sharing of results, not necessarily agreement with the rating.*

## **MEDIA SPECIALISTS**

- **OPGES FRAMEWORKS**
- **SELF REFLECTION**
- **PROFESSIONAL GROWTH PLAN**
- **FORMATIVE EVALUATION**
- **SUMMATIVE EVALUATION**
- **OVERALL PERFORMANCE CATEGORY**

## OPGES FRAMEWORKS

Domain 1: Planning & Preparation – Library Media Specialists				
<b>1A - Demonstrating Knowledge of Content Curriculum and Process</b> <ul style="list-style-type: none"> <li>Knowledge of curriculum</li> <li>Knowledge of information, media, and digital literacy</li> <li>Knowledge of the research process</li> </ul>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.
<b>B - Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>Knowledge of child and adolescent development</li> <li>Knowledge of the learning process</li> <li>Knowledge of students' skills and knowledge and language proficiency</li> <li>Knowledge of students' interests and cultural heritage</li> <li>Knowledge of students' special needs</li> </ul>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>



<b>1C - Supporting Instructional Goals</b> <ul style="list-style-type: none"> <li>Instructional resources and technology</li> <li>Instructional services</li> </ul>	School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.
<b>1D - Demonstrating Knowledge and Use of Resources</b> <ul style="list-style-type: none"> <li>Instructional materials and resources</li> <li>Search strategies</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	<b><i>Developing</i></b> School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	<b><i>Accomplished</i></b> School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	<b><i>Exemplary</i></b> School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>

<b>1E - Demonstrating a Knowledge of Literature and Lifelong Learning</b> <ul style="list-style-type: none"> <li>Children's and young adult literature</li> <li>Reading promotion</li> </ul>	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.
<b>1F - Collaborating in the Design of Instructional Experiences</b> <ul style="list-style-type: none"> <li>Collaborative skills</li> <li>Instructional materials and resources</li> <li>Research process</li> <li>Information, media, digital and technology literacy</li> </ul>	<b>Ineffective</b> School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	<b>Developing</b> School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	<b>Accomplished</b> School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	<b>Exemplary</b> School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

## Domain 2: The Library Environment – Library Media Specialist

<b>2A - Creating an environment of respect and rapport</b> <ul style="list-style-type: none"> <li>Interpersonal relations</li> <li>Student interaction</li> <li>Staff interactions</li> </ul>	<b>Ineffective</b> Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are	<b>Developing</b> School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	<b>Accomplished</b> School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	<b>Exemplary</b> School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.
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	characterized by conflict, sarcasm, or put-downs.			
<b>2B - Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>Ethos</li> <li>Expectations for learning</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	<b><i>Developing</i></b> School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	<b><i>Accomplished</i></b> School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	<b><i>Exemplary</i></b> School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.
<b>2C - Managing Library Procedures</b> <ul style="list-style-type: none"> <li>Circulation procedures</li> <li>Scheduling procedures</li> </ul>	<b><i>Ineffective</i></b> Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	<b><i>Developing</i></b> Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	<b><i>Accomplished</i></b> Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	<b><i>Exemplary</i></b> Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

<p><b>2D - Managing student behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to misbehavior</li> </ul>	<p><b><i>Ineffective</i></b></p> <p>School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.</p>	<p><b><i>Developing</i></b></p> <p>School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.</p>	<p><b><i>Accomplished</i></b></p> <p>School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.</p>	<p><b><i>Exemplary</i></b></p> <p>School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.</p>
<p><b>2E - Organizing physical space</b></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>	<p><b><i>Ineffective</i></b></p> <p>The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.</p>	<p><b><i>Developing</i></b></p> <p>The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.</p>	<p><b><i>Accomplished</i></b></p> <p>The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>	<p><b><i>Exemplary</i></b></p> <p>The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>

## Domain 3: Instruction / Delivery of Service – Library Media Specialist

<b>3A - Communicating Clearly and Accurately</b> <ul style="list-style-type: none"> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	<b><i>Developing</i></b> School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	<b><i>Accomplished</i></b> School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	<b><i>Exemplary</i></b> School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.
<b>3B - Using Questioning and Research Techniques</b> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Research techniques</li> <li>• Student inquiry</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	<b><i>Developing</i></b> School Library Media Specialist asks questions that guide students and help them think about their research topic.	<b><i>Accomplished</i></b> School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	<b><i>Exemplary</i></b> School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.
<b>3C - Engaging Students in Learning</b>	<b><i>Ineffective</i></b> School Library Media Specialist	<b><i>Developing</i></b> School Library Media Specialist	<b><i>Accomplished</i></b> School Library Media Specialist	<b><i>Exemplary</i></b> School Library Media Specialist

<ul style="list-style-type: none"> <li>Instructional materials and resources</li> <li>Expectations for students</li> </ul>	is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.	sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.
<b>3D - Assessment in instruction</b> (whole class, one-on-one and small group) <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Monitoring of student learning</li> <li>Quality feedback</li> <li>Student self- assessment and monitoring of progress</li> </ul>	<b><i>Ineffective</i></b> In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-	<b><i>Developing</i></b> In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to-	<b><i>Accomplished</i></b> In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with	<b><i>Exemplary</i></b> In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist

	assessment or monitoring of progress.	one basis or with small groups. Students occasionally assess the quality of their own work.	individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.
<b>3E - Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>Teaching strategies</li> <li>Lesson adjustments</li> <li>Response to students</li> <li>Persistence</li> </ul>	<b><i>Ineffective</i></b> The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	<b><i>Developing</i></b> The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	<b><i>Accomplished</i></b> The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	<b><i>Exemplary</i></b> The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

## Domain 4: Professional Responsibilities – Library Media Specialist

<b>4A - Reflecting on Practice</b> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Vision</li> <li>• Change</li> </ul>	<b><i>Ineffective</i></b> The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	<b><i>Developing</i></b> The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	<b><i>Accomplished</i></b> The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	<b><i>Exemplary</i></b> The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.
<b>4B - Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• Catalog</li> <li>• Circulation</li> <li>• Statistics</li> <li>• Inventory</li> <li>• Using Data</li> </ul>	<b><i>Ineffective</i></b> The school Library Media Specialist does not maintain accurate or current records.	<b><i>Developing</i></b> The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	<b><i>Accomplished</i></b> The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	<b><i>Exemplary</i></b> The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when



				requested and at the end of the year.
<b>4C - Communicating with School Staff and Community</b> <ul style="list-style-type: none"> <li>Information about the library program</li> <li>Advocacy</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist does not communicate with the school community about the library program and services.	<b><i>Developing</i></b> The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	<b><i>Accomplished</i></b> The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	<b><i>Exemplary</i></b> The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's <i>Standards for the 21st Century Learner</i> and additionally utilizes elements of <i>Empowering Learners: Guidelines for School Library Media Programs</i> to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

<p><b>4D - Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Service to the School</li> <li>• Participation in school and district projects</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Relationship with colleagues</li> </ul>	<p><b><i>Ineffective</i></b></p> <p>School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.</p>	<p><b><i>Developing</i></b></p> <p>School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.</p>	<p><b><i>Accomplished</i></b></p> <p>School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.</p>	<p><b><i>Exemplary</i></b></p> <p>School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.</p>
<p><b>4E - Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of professional knowledge</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul>	<p><b><i>Ineffective</i></b></p> <p>School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p><b><i>Developing</i></b></p> <p>School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.</p>	<p><b><i>Accomplished</i></b></p> <p>School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.</p>	<p><b><i>Exemplary</i></b></p> <p>School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.</p>

<b>4F - Collection Development and Maintenance</b> <ul style="list-style-type: none"> <li>Assessment</li> <li>Selection / Weeding</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	<b><i>Developing</i></b> School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	<b><i>Accomplished</i></b> School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	<b><i>Exemplary</i></b> Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.
<b>4G - Managing the Library Budget</b> <ul style="list-style-type: none"> <li>Data driven decisions</li> <li>Budget development</li> <li>Record keeping</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often	<b><i>Developing</i></b> School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	<b><i>Accomplished</i></b> School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	<b><i>Exemplary</i></b> Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and

	under or overspends.			maintains accurate records.
<b>4H - Managing Personnel</b> <ul style="list-style-type: none"> <li>• Motivating leadership</li> <li>• Delegating responsibility</li> <li>• Training</li> <li>• Supervision</li> <li>• Evaluation</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	<b><i>Developing</i></b> School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	<b><i>Accomplished</i></b> School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	<b><i>Exemplary</i></b> School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.
<b>4I - Professional ethics</b> <ul style="list-style-type: none"> <li>• Library Bill of Rights</li> <li>• Copyright law</li> <li>• Ethical use of information</li> <li>• Intellectual freedom</li> <li>• Privacy</li> <li>• Confidentiality</li> </ul>	<b><i>Ineffective</i></b> School Library Media Specialist does not adhere to the professional ethics of librarianship.	<b><i>Developing</i></b> School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	<b><i>Accomplished</i></b> School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	<b><i>Exemplary</i></b> Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).



## LIBRARY MEDIA SPECIALIST SELF-REFLECTION

**Directions:** Completed by library media specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Library Media Specialist:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**School:** \_\_\_\_\_

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	

Component:	Self-Assessment:				Rationale:
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	



## PROFESSIONAL GROWTH PLAN

**Directions:** After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

**Library Media Specialist:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**School:** \_\_\_\_\_

### Professional Growth Goal

### Component

### Principal's Feedback

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



## LIBRARY MEDIA SPECIALIST FORMATIVE EVALUATION FORM

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

**Library Media Specialist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Peer Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



Component:	Evidence:
4I - Professional ethics	

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Library Media Specialist Signature

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Peer Observer Signature



## LIBRARY MEDIA SPECIALIST SUMMATIVE EVALUATION FORM

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

**Library Media Specialist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Component:	Rating:				Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	

Component:	Rating:				Evidence:
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professional	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	

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

Evaluatee: \_\_\_\_ Agree with this summative evaluation

\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Employment Recommendation to Superintendent**

\_\_\_\_ Recommends for re-employment

\_\_\_\_ Does not recommend for re-employment

Guidance Counselor Signature*:	Date:
Evaluator Signature:	Date:

*\*Denotes sharing of results, not necessarily agreement with the rating.*

## **SPEECH PATHOLOGISTS**

- **OPGES FRAMEWORKS**
- **SELF REFLECTION**
- **PROFESSIONAL GROWTH PLAN**
- **FORMATIVE EVALUATION**
- **SUMMATIVE EVALUATION**
- **OVERALL PERFORMANCE CATEGORY**

## OPGES FRAMEWORKS – SPEECH LANGUAGE PATHOLOGIST

Domain 1: Planning & Preparation – Speech Language Pathologist				
<b>1A</b> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist demonstrates little or no knowledge and skill in the therapy area: does not hold the necessary certification or license.	Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate or license.
<b>1B</b> - Establishing goals for the therapy program appropriate to the setting and the students served	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<b>1C</b> - Demonstrating knowledge of District state and federal regulations and guidelines	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedure.	Specialist's knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies.
<b>1D</b> - Demonstrating knowledge of resources both within and beyond the school and district	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist demonstrates little or no knowledge of resources for students available through the school district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

			resources outside the district.	
<b>1E-</b> Planning the therapy program integrated with the regular school program to meet the needs of individual students	<b>Ineffective</b> Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	<b>Developing</b> Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	<b>Accomplished</b> Specialist has developed a plan that includes the important aspects of work in the setting.	<b>Exemplary</b> Specialist's is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1F-</b> Developing a plan to evaluate the therapy program	<b>Ineffective</b> Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	<b>Developing</b> Specialist has a rudimentary plan to evaluate the therapy program.	<b>Accomplished</b> Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	<b>Exemplary</b> Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<b>Domain 2: The Environment – Speech Language Pathologist</b>				
<b>2A</b> – Establishing rapport with students	<b>Ineffective</b> Specialist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center.	<b>Developing</b> Specialist's interactions are a mix of positive and negative: the specialist's efforts at developing rapport are partially successful.	<b>Accomplished</b> Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	<b>Exemplary</b> Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2B</b> - Organizing time effectively	<b>Ineffective</b> Specialist exercises poor judgment in setting priorities, resulting in confusion, missed	<b>Developing</b> Specialist's time-management skills are moderately well developed: essential activities	<b>Accomplished</b> Specialist exercises good judgment in setting priorities, resulting in clear schedules and	<b>Exemplary</b> Specialist demonstrates excellent time-management skills, accomplishing all

	deadlines, and conflicting schedules.	are carried out, but not always in the most efficient manner.	important work being accomplished in an efficient manner.	tasks in a seamless manner: teachers and students understand their schedules.
<b>2C</b> - Establishing and maintaining clear procedures for referrals	<b><i>Ineffective</i></b> No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	<b><i>Developing</i></b> Specialist has established procedures for referrals, but the details are not always clear.	<b><i>Accomplished</i></b> Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	<b><i>Exemplary</i></b> Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2D</b> - Establishing standards of conduct in the treatment center	<b><i>Ineffective</i></b> No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	<b><i>Developing</i></b> Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	<b><i>Accomplished</i></b> Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	<b><i>Exemplary</i></b> Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2E</b> - Organizing physical space for testing of students and providing therapy	<b><i>Ineffective</i></b> The testing and treatments center is disorganized and poorly suited to working with students. Materials are usually available.	<b><i>Developing</i></b> The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	<b><i>Accomplished</i></b> The testing and treatment center is well organized: materials are available when needed.	<b><i>Exemplary</i></b> The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.



### Domain 3: Delivery of Service – Speech Language Pathologist

<b>3A</b> - Responding to referrals and evaluating student needs	<b><i>Ineffective</i></b> Specialist fails to respond to referrals or makes hasty assessments of student's needs.	<b><i>Developing</i></b> Specialist responds to referrals when pressed and makes adequate assessments of student needs.	<b><i>Accomplished</i></b> Specialist responds to referrals and, makes thorough assessments of student needs.	<b><i>Exemplary</i></b> Specialist is proactive in responding to referrals and makes highly competent assessments of student's needs.
<b>3B</b> - Developing and implementing treatment plans to maximize student s success	<b><i>Ineffective</i></b> Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	<b><i>Developing</i></b> Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	<b><i>Accomplished</i></b> Specialist's plans for students are suitable for them and are aligned with identified needs.	<b><i>Exemplary</i></b> Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3C</b> - Communicating with families	<b><i>Ineffective</i></b> Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	<b><i>Developing</i></b> Specialist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	<b><i>Accomplished</i></b> Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	<b><i>Exemplary</i></b> Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3D</b> - Collecting information; writing reports	<b><i>Ineffective</i></b> Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience.	<b><i>Developing</i></b> Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience.	<b><i>Accomplished</i></b> Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.	<b><i>Exemplary</i></b> Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience.

<b>3E</b> - Demonstrating flexibility and responsiveness	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input.

## Domain 4: Professional Responsibilities – Speech Language Pathologist

<b>4A</b> - Reflecting on practice	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
<b>4B</b> - Collaborating with teachers and administrators	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4C</b> - Maintaining an effective data management system	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Specialist's data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust	Specialist has developed an effective data-management system for monitoring student progress and uses it to	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment

	adjust treatment when needed.	treatment when needed.	adjust treatment when needed.	when needed. Specialist uses the system to communicate with teachers and parents.
<b>4D - Participating in a professional community</b>	<b><i>Ineffective</i></b> Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	<b><i>Developing</i></b> Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	<b><i>Accomplished</i></b> Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	<b><i>Exemplary</i></b> Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4E - Engaging and professional development</b>	<b><i>Ineffective</i></b> Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	<b><i>Developing</i></b> Specialist's participation in professional development activities is limited to those that are convenient or are required.	<b><i>Accomplished</i></b> Specialist seeks out opportunities for professional development based on an individual assessment of need.	<b><i>Exemplary</i></b> Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4F - Showing professionalism including integrity advocacy and maintaining confidentiality</b>	<b><i>Ineffective</i></b> Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	<b><i>Developing</i></b> Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	<b><i>Accomplished</i></b> Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	<b><i>Exemplary</i></b> Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues.



## SPEECH LANGUAGE PATHOLOGIST SELF-REFLECTION

**Directions:** Completed by therapeutic specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Speech Pathologist:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

Component:	Self-Assessment:				Rationale:
<b>1A</b> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
<b>1B</b> - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
<b>1C</b> - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the therapy program	I	D	A	E	
<b>2A</b> – Establishing rapport with students	I	D	A	E	
<b>2B</b> - Organizing time effectively	I	D	A	E	
<b>2C</b> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<b>2D</b> - Establishing standards of conduct in the treatment center	I	D	A	E	
<b>2E</b> - Organizing physical space for testing of students and providing therapy	I	D	A	E	
<b>3A</b> - Responding to referrals and evaluating student needs	I	D	A	E	
<b>3B</b> - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
<b>3C</b> - Communicating with families	I	D	A	E	
<b>3D</b> - Collecting information; writing reports	I	D	A	E	
<b>3E</b> - Demonstrating flexibility and responsiveness	I	D	A	E	
<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Collaborating with teachers and administrators	I	D	A	E	
<b>4C</b> - Maintaining an effective data management system	I	D	A	E	

Component:	Self-Assessment:				Rationale:
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Engaging in professional development	I	D	A	E	
<b>4F</b> - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	



## PROFESSIONAL GROWTH PLAN

**Directions:** After completing the Self - reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

**Speech Pathologist:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

### Professional Growth Goal

### Component

### Principal's Feedback

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



## SPEECH LANGUAGE PATHOLOGIST FORMATIVE EVALUATION FORM

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

**Speech Pathologist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Peer Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Component:	Evidence:
<b>1A</b> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	
<b>1B</b> - Establishing goals for the therapy program appropriate to the setting and the students served	
<b>1C</b> - Demonstrating knowledge of District state and federal regulations and guidelines	
<b>1D</b> - Demonstrating knowledge of resources both within and beyond the school and district	
<b>1E</b> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	
<b>1F</b> - Developing a plan to evaluate the therapy program	
<b>2A</b> – Establishing rapport with students	
<b>2B</b> - Organizing time effectively	
<b>2C</b> - Establishing and maintaining clear procedures for referrals	
<b>2D</b> - Establishing standards of conduct in the treatment center	
<b>2E</b> - Organizing physical space for testing of students and providing therapy	
<b>3A</b> - Responding to referrals and evaluating student needs	
<b>3B</b> - Developing and implementing treatment plans to maximize student s success	
<b>3C</b> - Communicating with families	
<b>3D</b> - Collecting information; writing reports	
<b>3E</b> - Demonstrating flexibility and responsiveness	
<b>4A</b> - Reflecting on practice	
<b>4B</b> - Collaborating with teachers and administrators	
<b>4C</b> - Maintaining an effective data management system	

Component:	Evidence:
<b>4D</b> - Participating in a professional community	
<b>4E</b> - Engaging in professional development	
<b>4F</b> - Showing professionalism including integrity advocacy and maintaining confidentiality	

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Speech Pathologist Signature





## SPEECH LANGUAGE PATHOLOGIST SUMMATIVE EVALUATION FORM

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

**Speech Pathologist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Component:	Rating:				Evidence:
<b>1A</b> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
<b>1B</b> - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
<b>1C</b> - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the therapy program	I	D	A	E	
<b>2A</b> – Establishing rapport with students	I	D	A	E	
<b>2B</b> - Organizing time effectively	I	D	A	E	
<b>2C</b> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<b>2D</b> - Establishing standards of conduct in the treatment center	I	D	A	E	
<b>2E</b> - Organizing physical space for testing of students and providing therapy	I	D	A	E	
<b>3A</b> - Responding to referrals and evaluating student needs	I	D	A	E	
<b>3B</b> - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
<b>3C</b> - Communicating with families	I	D	A	E	
<b>3D</b> - Collecting information; writing reports	I	D	A	E	
<b>3E</b> - Demonstrating flexibility and responsiveness	I	D	A	E	
<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Collaborating with teachers and administrators	I	D	A	E	

Component:	Rating:				Evidence:
<b>4C</b> - Maintaining an effective data management system	I	D	A	E	
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Engaging in professional development	I	D	A	E	
<b>4F</b> - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

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

Evaluatee: \_\_\_\_ Agree with this summative evaluation

\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Employment Recommendation to Superintendent**

\_\_\_\_ Recommends for re-employment

\_\_\_\_ Does not recommend for re-employment

Speech Therapist Signature*:	Date:
Evaluator Signature:	Date:

*\*Denotes sharing of results, not necessarily agreement with the rating.*

## **PSYCHOLOGIST**

- **OPGES FRAMEWORKS**
- **SELF REFLECTION**
- **PROFESSIONAL GROWTH PLAN**
- **FORMATIVE EVALUATION**
- **SUMMATIVE EVALUATION**
- **OVERALL PERFORMANCE CATEGORY**

## OPGES FRAMEWORKS – SCHOOL PSYCHOLOGISTS

Domain 1: Planning & Preparation – School Psychologists				
<b>1A</b> - Demonstrating knowledge and skill in using psychological instruments to evaluate students	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate needs.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<b>1B</b> - Demonstrating knowledge of child and adolescent development and psychopathology	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1C</b> - Establishing goals for the psychology program appropriate to the setting and the students served	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.	Psychologist's goals for the Psychological services are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the Psychological services are clear and appropriate to the situation and to the age of the students.	Psychologist's goals for the Psychological services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1D</b> - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no	Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and	Psychologist's knowledge of governmental regulations and or resources for the students is extensive, including those

	through the school or district.	knowledge of resources available more broadly.	some familiarity with resources external to the district.	available through the school or district and in the community.
<b>1E</b> - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	<b>Ineffective</b> Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	<b>Developing</b> Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	<b>Accomplished</b> Psychologist has developed a plan that includes the important aspects of work in the setting.	<b>Exemplary</b> Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1F</b> - Developing a plan to evaluate the psychology program	<b>Ineffective</b> Psychologist has no plan to evaluate program or resists suggestions that evaluation is important.	<b>Developing</b> Psychologist has a rudimentary plan to evaluate the psychology program.	<b>Accomplished</b> Psychologist's evaluation plan is organized around clear goals and collection of evidence to indicate the degree to which the goals have been met.	<b>Exemplary</b> Psychologist's evaluation plan is sophisticated, with imaginative evidence and a clear path toward the program on an ongoing basis.

## Domain 2: The Environment – School Psychologists

<b>2A</b> - Establishing rapport with students	<b>Ineffective</b> Psychologist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing center.	<b>Developing</b> Psychologist's interactions are a mix of positive and negative: the psychologist's efforts at developing rapport are partially successful.	<b>Accomplished</b> Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center.	<b>Exemplary</b> Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2B</b> - Establishing a culture for positive mental health throughout the school	<b>Ineffective</b> Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	<b>Developing</b> Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	<b>Accomplished</b> Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	<b>Exemplary</b> The culture in the school for positive mental health among students and teachers, while guided by the psychologist is maintained by both teachers and students.
<b>2C</b> - Establishing and maintaining clear procedures for referrals	<b>Ineffective</b> No procedures for referrals have been established: when teachers want to	<b>Developing</b> Psychologist has established procedures for referrals, but the	<b>Accomplished</b> Procedures for referrals and for meetings with parents and	<b>Exemplary</b> Procedures for all aspects of referral and testing protocols are clear

	refer a student for special services, they are not sure how to go about it.	details are not always clear.	administrators are clear to everyone.	to everyone and have been developed in consultation with teachers and administrators.
<b>2D</b> - Establishing standards of conduct in the testing center	<b><i>Ineffective</i></b> No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	<b><i>Developing</i></b> Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	<b><i>Accomplished</i></b> Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	<b><i>Exemplary</i></b> Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2E</b> - Organizing physical space for testing the students and storage of materials	<b><i>Ineffective</i></b> The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	<b><i>Developing</i></b> Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	<b><i>Accomplished</i></b> The testing center is well organized; materials are stored in a secure location and are available when needed.	<b><i>Exemplary</i></b> The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
<b>Domain 3: Delivery of Service – School Psychologists</b>				
<b>3A</b> - Responding to referrals consulting with teachers and administrators	<b><i>Ineffective</i></b> Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	<b><i>Developing</i></b> Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	<b><i>Accomplished</i></b> Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	<b><i>Exemplary</i></b> Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3B</b> - Evaluating student needs and compliance with National Association of School psychologists NASP guidelines	<b><i>Ineffective</i></b> Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or	<b><i>Developing</i></b> Psychologist attempts to administer appropriate evaluation instruments to	<b><i>Accomplished</i></b> Psychologist administers appropriate evaluation instruments to students and	<b><i>Exemplary</i></b> Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the

	does not follow established procedures and guidelines.	students but does not always follow established time lines and safeguards.	ensures that all procedures and safeguards are faithfully adhered to.	referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<b>3C</b> - Chairing evaluation team	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, assisting in the preparation of adequate IEP's.	Psychologist assumes leadership of the evaluation team as standard expectations: assists in development of IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Provides detailed information to assist in development of accurate IEP's.
<b>3D</b> - Planning interventions to maximize student's likelihood of success	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3E</b> - Maintaining contact with physicians and community mental health service providers	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3F</b> - Demonstrating flexibility and responsiveness	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the psychological services when confronted with evidence of the need for change.	Psychologist makes revisions in the psychological services when it is needed.	Psychologist is continually seeking ways to improve the psychological services and makes changes as needed in response to



				student, parent, or teacher input.
<b>Domain 4: Professional Responsibilities – School Psychologists</b>				
<b>4A - Reflecting on practice</b>	<b><i>Ineffective</i></b> Psychologist does not reflect on practice, or reflections are inaccurate or self-serving.	<b><i>Developing</i></b> Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	<b><i>Accomplished</i></b> Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	<b><i>Exemplary</i></b> Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<b>4B - Communicating with families</b>	<b><i>Ineffective</i></b> Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	<b><i>Developing</i></b> Psychologist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	<b><i>Accomplished</i></b> Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	<b><i>Exemplary</i></b> Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<b>4C - Maintaining accurate records</b>	<b><i>Ineffective</i></b> Psychologist's records are in disarray, they may be missing, illegible, or stored in an insecure location.	<b><i>Developing</i></b> Psychologist's records are accurate and legible and are stored in a secure location.	<b><i>Accomplished</i></b> Psychologist's records are accurate and legible, well organized, and stored in a secure location.	<b><i>Exemplary</i></b> Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4D - Participating in a professional community</b>	<b><i>Ineffective</i></b> Psychologist's relationships with colleagues are	<b><i>Developing</i></b> Psychologist's relationships with colleagues are	<b><i>Accomplished</i></b> Psychologist participates actively in school and	<b><i>Exemplary</i></b> Psychologist makes a substantial contribution to

	negative or self-serving, and psychologist avoids being involved in school and district events and projects.	cordial, and psychologist participates in school and district events and projects when specifically requested.	district events and projects and maintains positive and productive relationships with colleagues.	school and district events and projects and assumes leadership with colleagues.
<b>4E - Engaging in professional development</b>	<b><i>Ineffective</i></b> Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	<b><i>Developing</i></b> Psychologist's participation in professional development activities is limited to those that are convenient or are required.	<b><i>Accomplished</i></b> Psychologist seeks opportunities for professional development based on an individual assessment of need.	<b><i>Exemplary</i></b> Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4F - Showing professionalism</b>	<b><i>Ineffective</i></b> Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	<b><i>Developing</i></b> Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality.	<b><i>Accomplished</i></b> Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	<b><i>Exemplary</i></b> Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.



## PSYCHOLOGIST SELF-REFLECTION

**Directions:** Completed by psychologist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Psychologist:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**School:** \_\_\_\_\_

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

Component:	Self-Assessment:				Rationale:
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	



## PROFESSIONAL GROWTH PLAN

**Directions:** After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

**Psychologist:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**School:** \_\_\_\_\_

### Professional Growth Goal

### Component

### Principal's Feedback

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



## PSYCHOLOGIST FORMATIVE EVALUATION FORM

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

**School Psychologist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Peer Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

<b>Component:</b>	<b>Evidence:</b>
<i>3F</i> - Demonstrating flexibility and responsiveness	
<i>4A</i> - Reflecting on practice	
<i>4B</i> - Communicating with families	
<i>4C</i> - Maintaining accurate records	
<i>4D</i> - Participating in a professional community	
<i>4E</i> - Engaging in professional development	
<i>4F</i> - Showing professionalism	

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Psychologist's Signature



## PSYCHOLOGIST SUMMATIVE EVALUATION FORM

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

**Psychologist:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



Component:	Rating:				Evidence:
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

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

Evaluatee: \_\_\_\_ Agree with this summative evaluation

\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

**Employment Recommendation to Superintendent**

\_\_\_\_ Recommends for re-employment

\_\_\_\_ Does not recommend for re-employment

Psychologist Signature*:	Date:
Evaluator Signature:	Date:

*\*Denotes sharing of results, not necessarily agreement with the rating.*

## **EDUCATION CONSULTANT**

- **EVALUATION STANDARDS**
- **FORMATIVE CONFERENCE SUMMARY FORM**
- **SUMMATIVE EVALUATION FORM**

[illegible]



## EDUCATIONAL CONSULTANT

Consultant Reflective Practice & Professional Growth Planning Template		
Consultant / EPSB ID#		
School		
Grade Level / Subject(s)		

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	

**PART A: INITIAL REFLECTION – ESTABLISHING PRIORITY GROWTH NEEDS**

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

**PART B: CONNECTING PRIORITY GROWTH NEEDS TO PROFESSIONAL GROWTH PLANNING**

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>		
<b>Action Plan</b>		
Professional Learning	Resources / Support	Targeted Completion Date
Measures of Goal Attainment (Tools / Instruments):		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
Consultant Signature:		Date:
Director of Special Education Signature:		Date:

**PART C: ON-GOING REFLECTION – PROGRESS TOWARD PROFESSIONAL GROWTH GOAL**

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

**PART D: SUMMATIVE REFLECTION - LEVEL OF ATTAINMENT FOR PROFESSIONAL GROWTH GOAL**

Date:	End of Year Reflection:				
Next Steps:					
Connection to Framework for Teaching:	4A – Reflecting on Consulting	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E
Consultant Signature:			Date:		
Director of Special Education Signature:			Date:		



## APPENDIX A-9

### EDUCATIONAL FORMATIVE EVALUATION

Consultant \_\_\_\_\_ Date \_\_\_\_\_

Area \_\_\_\_\_ Director of Special Education \_\_\_\_\_

#### Domain 1: Consult with Teachers on Planning & Preparation

##### Rating

A: Knowledge of Content and Pedagogy	I	D	A	E
B: Demonstrating Knowledge of Students	I	D	A	E
C: Setting Instructional Outcomes	I	D	A	E
D: Demonstrating Knowledge of Resources	I	D	A	E
E: Designing Coherent Instruction	I	D	A	E
F: Designing Student Assessments	I	D	A	E

#### Domain 2: Consult with Teachers on Classroom Environment

##### Rating

A: Creating an Environment of Respect and Rapport	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E
D: Managing Student Behavior	I	D	A	E
E: Organizing Physical Space	I	D	A	E

#### Domain 3: Consult with Teachers on Instruction

##### Rating

A: Communicating with Students	I	D	A	E
B: Using Questioning and Discussion Techniques	I	D	A	E
C: Engaging Students in Learning	I	D	A	E
D: Using Assessment in Instruction	I	D	A	E
E: Demonstrating Flexibility	I	D	A	E



EDUCATIONAL CONSULTANT FORMATIVE EVALUATION  
Page 2

Domain 4: Consult with Teachers on Professional Responsibilities	Rating			
A: Reflecting on Teaching	I	D	A	E
B: Maintaining Accurate Records	I	D	A	E
C: Communicating with Families	I	D	A	E
D: Participating in a Professional Community	I	D	A	E
E: Growing and Developing Professionally	I	D	A	E
F: Showing Professionalism	I	D	A	E

Areas Identified for Growth

Strengths

Evaluatee's comments: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's comments: \_\_\_\_\_  
\_\_\_\_\_

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

Evaluatee:     \_\_\_ Agree with this summative evaluation  
                  \_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
SignatureDate

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

\_\_\_ Recommends for re-employment  
\_\_\_ Does not recommend for re-employment

\_\_\_\_\_  
Evaluator's SignatureDate

Consultant's Signature**:	Date:
Director of Special Education's Signature:	Date:

*\*\*Denotes sharing of results, not necessarily agreement with the rating.*

## APPENDIX D

### **APPEALS / HEARINGS**

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## APPEALS / HEARINGS

### PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and / or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

### APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s / he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his / her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and / or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

**Appeals / Hearings**

**HEARINGS**

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and / or information to be presented or used in the hearing when s / he determines that such materials and / or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation

Review / Revised: 7/16/07

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## CONFIDENTIALITY OF RECORDS

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated as confidential as required by law. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

### ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
3. The Board on advice of legal counsel and upon a majority vote when access to the information is required for lawful District purposes. Access may be permitted without a vote when such records are relevant and necessary to hearing matters or proceedings before the Board such as in the case of a demotion hearing under KRS 161.765. Except as otherwise required or authorized by law, access shall take place in closed session.
4. Records may be subpoenaed in cases where litigation occurs.

### RELATED PROCEDURE:

03.18 AP.11

Review/Revised: 8/24/2015

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## EVALUATION COMMITTEE/EVALUATORS AND OBSERVERS

### EVALUATION COMMITTEE TASKS

The following tasks have been completed by the Evaluation Committee, which shall consist of equal numbers of teachers and administrators:

- ☐ Developing the processes to be used in formative and summative evaluations for certified positions below the level of District Superintendent.
- ☐ Developing all forms associated with the evaluation process.
- ☐ Establishing a procedure for certified employees to review their summative evaluation.
- ☐ Developing plan for providing assistance to certified employees in formulating their professional growth plans.

### TRAINING AND TESTING OF EVALUATORS AND OBSERVERS

In meeting the evaluation requirements of KRS 156.557 and 704 KAR 003:370, evaluators shall be trained, tested, and approved on a four (4) year cycle, and observers shall be trained as follows:

Year one (1) of the District's evaluator training cycle shall include the following training requirements:

- a) Training on KRS 156.557 and 704 KAR 003:370;
- b) Training in identifying effective teaching and management practices, in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques;
- c) Training provided by KDE for all certified administrator evaluators who have never evaluated certified school personnel; and
- d) Training, for all other evaluators, by a provider who has been approved by KDE as a trainer for the Instructional Leadership Improvement Program established in 704 KAR 003:325.

Year one (1) of the District's evaluator training cycle shall include the following testing requirements:

- a) An evaluator shall successfully complete testing of research-based and professionally accepted teaching and management practices and effective evaluation techniques;
- b) The testing shall be conducted by KDE or an individual or agency approved by KDE; and
- c) The testing shall include certification as an observer through the KDE-approved observer certification process for an evaluator who is evaluating teachers or other professionals.

(Continued)

**Evaluation Committee/Evaluators and Observers**

**TRAINING AND TESTING OF EVALUATORS AND OBSERVERS (CONTINUED)**

KDE shall issue year one (1) approval as an evaluator upon the evaluator's successful completion of the required evaluation training and testing program and successful completion of observer certification.

Years two (2) and three (3) of the District's evaluator training and testing cycle shall include a minimum of six (6) hours in each year and shall include:

- (a) Observer calibration training, in the KDE-approved technology platform, for all evaluators who observe teachers or other professionals, for the purpose of evaluation;
- (b) Update training on professional growth and effectiveness statutes and administrative regulations; and
- (c) Training for evaluators on any changes to the Professional Growth and Effectiveness System and certified evaluation plan, policies, or procedures.

Year four (4) of the District's evaluator training and testing cycle shall include refresher evaluator training and, if evaluating teachers or other professionals, recertification training and testing.

The District shall require peer observers to complete the KDE-approved peer observer training at least once every three (3) years.

**DISTRICT CONTACT**

The District shall designate a contact person responsible for monitoring evaluator training and for implementing the system.

Review/Revised: 8/24/2015