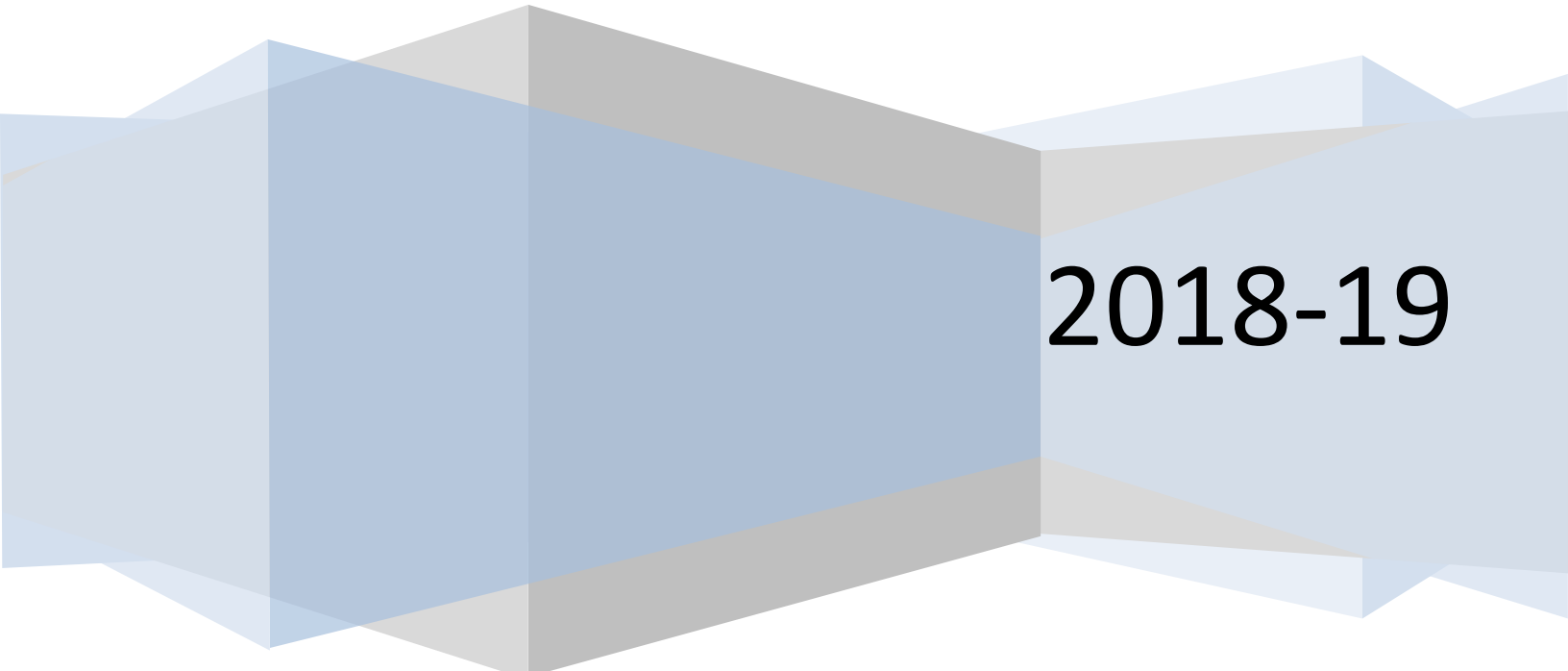


Southgate Independent School District
Updated April 2018

Certified Evaluation Plan



2018-19

Southgate Independent School District

Certified Evaluation Plan

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 Certified Evaluation Plan was developed by a 50/50 committee consisting of an equal number of teachers and administrators. The plan was approved by the Southgate Board of Education for the 2018-19 school year.

Southgate Independent Certified Evaluation Plan –The vision for the Certified Evaluation Plan 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.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** A certified school personnel/administrator conducting the evaluation.
8. **Formative Evaluation/Observation:** On-going feedback provided throughout the year, including district administrator team walkthroughs.
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated overall ineffective.
 - b. Principals and District Certified Personnel who are rated overall ineffective.
10. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
11. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
12. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
13. **Performance Measure:** The areas, skills, or outcomes on which certified school personnel are evaluated; planning, environment, instruction, professionalism.
14. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
15. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal.
16. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and

objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

17. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
18. **Site-Visit:** Evaluator may visit the location of the evaluatee for the purpose of observing the evaluatee performing their daily job responsibilities, schedule, etc.
19. **Student Exit Slip for Teacher Feedback:** Student Perception related to classroom environment and instruction.

The Kentucky Framework for Personnel Evaluation Role Group, Measure, and Performance Criteria

| Performance Measures | | | | |
|--|--|---|--|---|
| Performance Criteria | Planning | Environment | Instruction | Professionalism |
| Teacher <i>KY Framework for Teaching</i> | Domain 1 <i>Planning and Preparation</i> | Domain 2 <i>Classroom Environment</i> | Domain 3 <i>Instruction</i> | Domain 4 <i>Professional Responsibilities</i> |
| Other Professional <i>The KY Frameworks for Teaching-Specialists</i> | Domain 1 <i>Planning and Preparation</i> | Domain 2 <i>The Environment</i> | Domain 3 <i>Delivery of Services</i> | Domain 4 <i>Professional Responsibilities</i> |
| Principal <i>Principal Performance Standards</i> | Standard 3 <i>Human Resource Management</i> Standard 4 <i>Organizational Management</i> | Standard 2 <i>School Climate</i> Standard 5 <i>Communication & Community Relations</i> | Standard 1 <i>Instructional Leadership</i> | Standard 6 <i>Professionalism</i> |
| District Certified Personnel <i>Principal Performance Standards-emphasis of certain standards will be determined based on job category</i> | Standard 3 <i>Human Resource Management</i> Standard 4 <i>Organizational Management</i> | Standard 2 <i>School Climate</i> Standard 5 <i>Communication & Community Relations</i> | Standard 1 <i>Instructional Leadership</i> | Standard 6 <i>Professionalism</i> |

Teacher and Other Professional

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

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

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

Required Sources of Evidence

- Observation
- Formative Data Collection
 - Professional Growth Planning and Self-Reflection
 - Formative Observations including district walkthrough feedback
 - Student Quarterly Exit Slip (3 quarters age appropriate)

Additional Sources of Evidence to Consider

- Work in PLCs, PD’s and on-going lesson planning and assessment, etc.

All components and sources of evidence related supporting an educator’s professional practice will be completed and documented to inform the Overall Performance Rating.

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

Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her 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 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.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in District approved technology platform and district forms.

Teacher Evaluation Timeline

| Description of Events | Dates |
|---|--|
| Orientation | Annually within the first 30 days of school. Non-school days are part of the 30 days. Full year employees begin July 1. |
| Notification of Evaluations | Beginning of school year. |
| Self-Reflections | Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date. |
| Professional Growth Plan Goals | Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date. |
| Optional Pre-Observation conference – Face to face or written | If applicable within 5 days prior to observation. |
| Observations | Planned or unannounced throughout the school year. Observations may begin after the initial evaluation training within the first month of the school year. |
| Post Observation conference – Face to face or written | Within 5 working days of the observation. |
| Student Exit Slip for Teacher Feedback | Once per quarter for the first three quarters. |
| Formative Data Collection | Ongoing throughout the school year. |
| Other Professionals | Follow all timelines and steps above, observations may be replaced with site visits. |
| Summative Ratings | Due in district office by May 1 for continuing contract and non-tenure. |

Observation Schedule for Tenured and Non-Tenured

| Description of Cycle | Tenured | Non-Tenured |
|---|---|---|
| Observations | Minimum of 2 every 3 years | Minimum 2 every year |
| Final Observation | completed by the supervisor in year 3 of the cycle by May 1 | completed by the supervisor each year by May 1 |
| Summative Date | by May 1 in the 3 rd year of the cycle | by May 1 of each year |
| Late Hire Observations | | Personnel hired after the start of school and after 60 days will have a reduced observation schedule. |
| Less than full-time Observations | | Personnel that work less than full-time may have a reduced number of observations at the discretion of the evaluator. |

Observation

The observation process is one source of evidence to determine teacher effectiveness. The evaluator observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The evaluatee will receive a copy of the evaluation. The supervisor observation will be used to inform a summative rating.

Observation Model

- The summative cycle for non-tenure teachers is 1 year and will include a minimum of 2 observations.
 - A minimum of 2 observations conducted by the supervisor. The observations can be mini (at least 20 minutes or full (more than 20 minutes).
 - Additional observations may be added at the discretion of the supervisor.
- The summative cycle for tenured teachers is 3 years and will include a minimum of 2 observations in the cycle. One observation must be in the year the summative will be completed.
 - A minimum of 2 observations conducted by the supervisor during the cycle. The observation can be mini (at least 20 minutes or full (more than 20 minutes).
 - Additional observations may be added at the discretion of the supervisor.
- The number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluatees who do not report for work sixty (60) or more consecutive school days may be reduced.
 - Non-tenured employees missing 60 or more consecutive school days will have a minimum of one observation.
 - Tenured employees missing 60 or more consecutive school days will have a minimum of one observation if it is in their summative year.
 - Extenuating circumstances may suspend the evaluation of an employee at the discretion of the evaluator.
- All observations must be documented in the district approved platform.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements

- Pre conferences are not mandatory but may occur at the discretion of the supervisor.
- Post conferences will take place for all observations.
- All conferences can be conducted either face-to-face, written, or electronically.
- Post observation conferences will be conducted within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- Other Professionals will follow the same conferencing guidelines.
- Timeline: Refer to the Teacher Evaluation Timelines.

Observation Schedule

- Observations may begin after the initial evaluation training within the first month of employment.
- Timeline: refer to the Teacher Evaluation Timeline.

Observer Certification

To ensure consistency of observations, observers must complete Proficiency Observation Training approved by the district.

Evaluator Certification

District evaluators must complete initial Evaluator Training (two days) as well as successfully completing training on the Kentucky Teaching Framework from an approved trainer or vendor. District personnel that have successfully completed training in the Kentucky Teaching Framework from an approved trainer or vendor, may oversee the training of other district personnel in conducting observations for formative feedback.

Exit Slip for Teacher Feedback

The Exit Slip collects student feedback on specific aspects of the classroom experience and teaching practice related to the classroom environment and instruction.

Required

- All eligible teachers will participate in the district-approved Exit Slip given each quarter during the first three quarters.
- Results will be used to inform Professional Practice.
- Formative data from the exit slip will be analyzed by the teacher for self-reflection and a summary of the results may be included during observation conferencing and summative reviews.

| Exit Slip for Teacher Feedback | | | |
|--------------------------------------|---|--|---|
| Kindergarten – 2 nd Grade | 3 rd and 4 th Grade | 5 th – 8 th Grade Core Content | Special Area, Resource, and Other Professionals |
| To be determined | Homeroom Class | Each core class | <p>Special Area Teachers will alternate annually between middle grades (6-8) Intermediate (3-5) and primary (K-2).</p> <p>Resource and Other Professionals will be assigned a class dependent upon their schedule and caseload.</p> |

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidences to support assessment of their own professional practice as part of the self-reflection. These evidences should yield information related to the teacher's practice within the domains.

Required

- Observation
- Formative Data Collection
 - Professional Growth Planning and Self-Reflection
 - Formative Observations including district walkthrough feedback
 - Student Quarterly Exit Slip (3 quarters age appropriate)

Other sources that may be considered include:

- curriculum units
- lesson plans
- communication logs
- feedback from walk-through and informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- PLC observations and minutes/reports
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- engagement in professional organizations

Determining the Overall Summative Performance Rating for Teachers and Other Professionals

Evaluators are responsible for determining an Overall Performance Rating for each teacher at the conclusion of their summative evaluation year. Ratings will be 1) Ineffective 2) Developing 3) Accomplished 4) Exemplary

| Performance Measures | | | | |
|--|--|---|--|---|
| Performance Criteria | Planning | Environment | Instruction | Professionalism |
| Teacher <i>KY Framework for Teaching</i> | Domain 1 <i>Planning and Preparation</i> | Domain 2 <i>Classroom Environment</i> | Domain 3 <i>Instruction</i> | Domain 4 <i>Professional Responsibilities</i> |
| Other Professional <i>The KY Frameworks for Teaching-Specialists</i> | Domain 1 <i>Planning and Preparation</i> | Domain 2 <i>The Environment</i> | Domain 3 <i>Delivery of Services</i> | Domain 4 <i>Professional Responsibilities</i> |

| Performance Measures | District Decision Rules | Summative Rating |
|----------------------|--|--|
| Planning | Observation Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Environment | Observation Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Instruction | Observation Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Professionalism | Observation Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |

Professional Growth Plan and Summative Cycle

Based on the overall Summative Rating and supporting evidences, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

Accomplished/Exemplary

- Goal set by educator with supervisor input.
- Summative occurs at end of year 3.

Ineffective/Developing

- Goal determined by supervisor.
- Formative review annually, with annual summative review at evaluator's discretion.

Appeals

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

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

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

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

APPEAL FORM

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

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

Except when no other panel members are eligible to serve, a panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days

from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

SUPERINTENDENT

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

Principal and Assistant Principal

Principal Performance Standards

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

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

- Principal Performance Standards
- Formative Data Collection
 - Professional Growth Planning and Self-Reflection
 - Products of Practice (communications, documents, reports, notes, surveys, schedules, Tell Survey alternate years, Budgets, EILA credits, SBDM minutes, parent/community engagement events, etc.)

Professional Growth Plan and Summative Cycle

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including student achievement and professional growth needs identified through self-assessment and reflection.

- All principals will receive summative evaluations annually.
- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- Late hires, after the first 30 days, will be within 15 days of their start date.

Principal / Assistant Principal Evaluation Time Line

| Description of Events | Dates |
|---------------------------|---|
| Approved by September 30 | Principal/Assistant Principal collaboratively develop Professional Growth Goal/Plan with the Superintendent |
| March (alternating years) | Completion of TELL Survey |
| By June 15 | Summative Conference to discuss job performance criteria and PGP Goal. The evaluatee is provided the opportunity to respond in writing within (5) school days to the evaluator's rating and comments. |

Determining the Overall Performance Rating

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year.

| Performance Measures | | | | |
|--|--|---|--|---|
| Performance Criteria | Planning | Environment | Instruction | Professionalism |
| <u>Principal</u> <i>Principal Performance Standards</i> | <u>Standard 3</u> <i>Human Resource Management</i> <u>Standard 4</u> <i>Organizational Management</i> | <u>Standard 2</u> <i>School Climate</i> <u>Standard 5</u> <i>Communication & Community Relations</i> | <u>Standard 1</u> <i>Instructional Leadership</i> | <u>Standard 6</u> <i>Professionalism</i> |

| Performance Measures | District Decision Rules | Summative Rating |
|----------------------|--|--|
| Planning | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Environment | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Instruction | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Professionalism | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |

District Certified Administrators

Individual Professional Growth Plans

Each certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, School Report Card data and professional development plans when considering areas for improvement. The goals must be written to support district goals.

Central Office/District Administrators Procedures:

The evaluation of district level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by September 30th with the other certified district administration which will include:
 - ✓ Discuss areas of strengths and weaknesses.
 - ✓ Finalize and clarify goals that have been mutually established in the PGP.
 - ✓ They will align these goals to the principal's standards.
 - ✓ Reviews plans for implementation of all goals and improvements.

District Certified Administrators

| Description of Events | Dates |
|--------------------------|---|
| Approved by September 30 | District Certified Administrators collaboratively develop Professional Growth Goal/Plan with the Superintendent. |
| By May 15 | The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs. |
| By June 15 | Summative Conference to discuss job performance criteria and PGP Goal. The evaluatee is provided the opportunity to respond in writing within (5) school days to the evaluator's rating and comments. |

Determining the Overall Performance Rating

| Performance Measures | | | | |
|--|--|---|--|---|
| Performance Criteria | Planning | Environment | Instruction | Professionalism |
| <u>District Certified Personnel</u> <i>Principal Performance Standards-emphasis of certain standards will be determined based on job category</i> | <u>Standard 3</u> <i>Human Resource Management</i> <u>Standard 4</u> <i>Organizational Management</i> | <u>Standard 2</u> <i>School Climate</i> <u>Standard 5</u> <i>Communication & Community Relations</i> | <u>Standard 1</u> <i>Instructional Leadership</i> | <u>Standard 6</u> <i>Professionalism</i> |

****District Certified Administrators will follow the Principal's Standards for evaluation. Southgate is a one school district so all standards apply to one school in the district. Certain Standards may be prioritized for District Certified Administrators depending on their individual role and job descriptions. The Superintendent and District Certified Administrator will agree on which standards will be emphasized.

| Performance Measures | District Decision Rules | Summative Rating |
|-----------------------------|---|--|
| Planning | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Environment | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Instruction | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |
| Professionalism | Standards Rating Score by evaluator + Professional Judgement of formative items = summative rating | Ineffective Developing Accomplished Exemplary |