**Spencer County Public Schools**

**Certified Staff Evaluation Plan**



**Going the Distance**

**for all Students!**

**5/16/18**

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**Spencer County Public Schools**

**Certified Personnel Evaluation Plan**

**2017-2018**

Spencer County 502-477-3250

*Name of District Telephone*

Charles Adams

*Superintendent*

207 W. Main Street Taylorsville, KY 40071

 *Street Address City/State Zip Code*

 Chuck Abell Assistant Superintendent 502-477-3250

 *Evaluation Contact Person Position Telephone*

*Evaluation Plan Committee Members and Their Position Titles:*

 **NAME POSITION**

Gina McGinnis Spencer County Elementary School Asst. Principal

 Melissa Mallory Spencer County Elementary School Teacher

 Steven Rucker Taylorsville Elementary School Principal

 Kay Pence Taylorsville Elementary School Teacher

 Amanda Butler Spencer County Middle School Asst. Principal

 Stephanie Phelps Spencer County Middle School Teacher

 Darryl Matherly Spencer County High School Assistant Principal

 Ashley Singh Spencer County High School Teacher

 Todd Russell Spencer County ECE/Preschool Director

 Beth Coke Spencer County Preschool Teacher

 Facilitator: Chuck Abell Assistant Superintendent

*The two (2) Appeals Panel teacher members are elected in a yearly district-wide election prior to September 30; another certified member is appointed by the Superintendent.*

**Spencer County Public Schools**

**Yearly Certified Personnel Evaluation Plan Training**

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

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

*Please sign that you attended this training and understand the district’s evaluation process.*

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| --- | --- |
|  **PRINT NAME**  | **SIGNATURE** |
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Orientation should be held each year within the first thirty days of school or, for late hires, within the first month of employment.

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN – ASSURANCES**

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

**Name**: **Title**:

Gina McGinnis Spencer County Elementary School Asst. Principal

Melissa Mallory Spencer County Elementary School Teacher

Steven Rucker Taylorsville Elementary School Principal

Kay Pence Taylorsville Elementary School Teacher

Amanda Butler Spencer County Middle School Asst. Principal

Stephanie Phelps Spencer County Middle School Teacher

Darryl Matherly Spencer County High School Assistant Principal

Ashley Singh Spencer County High School Teacher

Todd Russell Spencer County ECE/Preschool Director

Beth Coke Spencer County Preschool Teacher

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee’s first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee’s official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district’s certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 4/23/18   (704 KAR 3:370)

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Signature of District Superintendent Date

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Signature of Chairperson, Board of Education Date

**Spencer County District Evaluation Plan**

**EVALUATION SYSTEM 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. Spencer County Public Schools believe that the following should be embraced by all staff members as a focus for school improvement.

* + - 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.

This evaluation system is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement. The Assistant Superintendent will serve as the contact person responsible for monitoring evaluation training and implementing the district evaluation plan.

**ORIENTATION:** An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first thirty calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first thirty days of employment. At this time the evaluator shall:

* check to see that each teacher has a copy of his/her job description
* explain the purposes of evaluation
* clarify expectations
* discuss the process, performance criteria and forms on which teacher are to be evaluated
* explain to building personnel the indicators for performance criteria that are building-specific, based on the school’s consolidated plan goals, professional development plan, or other factors
* explain that the immediate supervisor shall be designated as the primary evaluator but additional trained administrative personnel may be used to observe and provide information to the primary evaluator
* explain that all monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.
* Certified staff should sign an attendance roster as a record of orientation.

**Evaluation Timetable:**

30 Calendar Days after Reporting for Employment…..…………………Orientation; notification of employees on summative cycle

October 15th ………………………………………..Development of individual Professional Growth Plans, self-reflection, and student growth goals

December 15th …………………………………….1st observation window ends for Non-Tenured staff

April 15th ……………………………………….…… 2nd observation window ends for Non-Tenured Staff

April 15th ……………………………………….…… Classified evaluations completed

April 25th …………………………………………….. All PGPs reviewed and summative evaluations completed for non-tenured employees; Principal recommendations for non-renewal of non-tenured staff in writing to Superintendent

May 15th ……………………………………………… All completed summative forms and PGPs for tenured certified staff filed with Superintendent

June 15th ……………………………………………..All completed summative and PGPs for administrators filed with Superintendent

**NOTE:**

* Late hires will not necessarily follow this timeline and that process is addressed in the plan.
* Tenured Staff members’ observations can take place at any time within the three year evaluation cycle. However, the full observation must take place in the summative year.

***Spencer County Evaluation Plan***

The vision for the evaluation plan is to have every student taught by an effective teacher and every school led by an effective leader.  The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

**Roles and Definitions**

1. **Appeal:** A process whereby any certified employee who feels that the local schools district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Artifact:** A product of a certified school personnel’s work that demonstrates knowledge and skills.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** A certified school personnel who has administrative certification who is responsible for performing staff evaluations.
9. **Formative Evaluation:** An opportunity for the evaluator to review the strengths and areas for growth of the evaluatee.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
	1. Teachers and other professionals who are rated ineffective in professional practice
	2. Principals who are rated ineffective in professional practice.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **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.
13. **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.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Peer Learning Lab:** A inquiry based process that is designed to build capacity around instructional practices within the school or district.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
17. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee’s performance, including the ratings listed in Section 7(8) of this administrative regulation.
18. **Post-Conference:** A meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.
19. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
20. **Pre-Conference:** A meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observations.
21. **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.
22. **Performance Measures:** The four components for evaluation for all certified personnel below superintendent (Planning, Environment, Instruction, Professionalism)
23. **Professional Practice:** The demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.
24. **Performance Rating:** The rating that is calculated for a teacher or other professional evaluatee.
25. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth. A student growth goal should also be included as part of the reflection process.
26. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
27. **Student Voice Survey**: The student perception survey provided by the department that can be administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
28. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
29. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
30. **Working Conditions Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey (Tell Survey).

**Certified Staff Members**

**The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals**

Spencer County Public School will utilize The Kentucky Frameworks for Teaching (Danielson) as well as the Kentucky Principal Performance Standards for evaluation purposes. These frameworks are designed to support student achievement and professional practice through the domains of:

|  |  |
| --- | --- |
| **Performance Criteria and Role** | **Measures**  |
| **Planning** | **Environment** | **Instruction** | **Professionalism** |
| **Teacher***KY Framework for Teaching* | Domain 1*Planning and Preparation* | Domain 2*Classroom Environment*  | Domain 3*Instruction* | Domain 4*Professional Responsibilities*  |
| **Other Professional***KY Frameworks for Teaching-Specialist Framework* | Domain 1*Planning and Preparation* | Domain 2*The Environment* | Domain 3*Delivery of Service* | Domain 4*Professional Responsibilities* |
| **Principal***KY Principal Performance Standards* | Standard 3 *Human Resource Management* Standard 4 *Organizational Management* | Standard 2 *School Climate* Standard 5 *Communication & Community Relations* | Standard 1 *Instructional Leadership* | Standard 6 *Professionalism* |
| **District Certified Personnel** *ISSLC Standards* | Standard 2*School Culture and Instructional Program*Standard 3*Operations, Management and Resources* Standard 6*Political, Social, Legal, Cultural Context* | Standard 2*School Culture and Instructional Program*Standard 3*Operations, Management and Resources* Standard 4*Collaboration with Faculty and Community* Standard 6*Political, Social, Legal, Cultural Context* | Standard 1*Vision* Standard 2*School Culture and Instructional Program*Standard 3*Operations, Management and Resources* Standard 4*Collaboration with Faculty and Community**Standard 5**Ethics* | *Standard 5* *Ethics* |

**Framework for Teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1****Planning & Preparation** | **Domain 2****Classroom Environment** | **Domain 3****Instruction** | **Domain 4****Professional Responsibilities**  |
| A. Demonstrating Knowledge of Content and Pedagogy B. Demonstrating Knowledge of StudentsC. Selecting Instructional Outcomes D. Demonstrating Knowledge of ResourcesE. Designing Coherent Instruction F. Designing Student Assessment | **A**. Creating an Environment of Respect and RapportB. Establishing a Culture for Learning C. Managing Classroom Procedures D. Managing Student BehaviorE. Organizing Physical Space | **A**. Communicating with StudentsB. Using Questioning and Discussion TechniquesC. Engaging Students in Learning D. Using Assessments in InstructionE. Demonstrating Flexibility and Responsiveness | A. Reflecting on Teaching  B. Maintaining Accurate RecordsC. Communicating with FamiliesD. Participating in a Professional CommunityE. Growing and Developing ProfessionallyF. Demonstrating Professionalism |

**Framework for Instructional Specialist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1****Planning & Preparation** | **Domain 2****Classroom Environment** | **Domain 3****Instruction****(Delivery of Service)** | **Domain 4****Professional Responsibilities**  |
| A. Demonstrating knowledge of current trends in specialty area and professional development B. Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program C. Establishing goals for the instructional support program appropriate to the setting and the teachers served D. Demonstrating knowledge of resources both within and beyond the school and districtE. Planning the instructional program integrated with the overall school programF. Developing a plan to evaluate the instructional support program | A. Creating an environment of trust and respect B. Establishing a culture for ongoing instructional improvement C. Establishing clear procedures for teachers to gain access to the instructional support D. Establishing and maintaining norms of behavior for professional interactions E. Organizing physical space for workshops or training | A. Collaborating with teachers in the design of instructional units and lessons B. Engaging teachers in learning new instructional skillsC. Sharing expertise with staff D. Locating resources for teachers to support instructional improvement E. Demonstrating flexibility and responsiveness | A. Reflecting on practice B. Preparing and submitting budgets and reports C. Coordinating work with other instructional specialists D. Participating in a professional community E. Engaging in professional development F. Showing professionalism including integrity and confidentiality |

**Framework for Therapeutic Specialist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1****Planning & Preparation** | **Domain 2****Classroom Environment** | **Domain 3****Instruction****(Delivery of Service)** | **Domain 4****Professional Responsibilities**  |
| A. Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license B. Establishing goals for the therapy program appropriate to the setting and the students servedC. Demonstrating knowledge of District state and federal regulations and guidelines D. Demonstrating knowledge of resources both within and beyond the school and district E. Planning the therapy program integrated with the regular school program to meet the needs of individual students F. Developing a plan to evaluate the therapy program | A. Establishing rapport with students B. Organizing time effectively C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the treatment centerE. Organizing physical space for testing of students and providing therapy | A. Responding to referrals and evaluating student needs B. Developing and implementing treatment plans to maximize student s successC. Communicating with families D. Collecting information; writing reportsE. Demonstrating flexibility and responsiveness | A. Reflecting on practice B. Collaborating with teachers and administrators C. Maintaining an effective data management systemD. Participating in a professional community E. Engaging and professional developmentF. Showing professionalism including integrity advocacy and maintaining confidentiality |

**Framework for School Psychologists**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1****Planning & Preparation** | **Domain 2****Classroom Environment** | **Domain 3****Instruction****(Delivery of Service)** | **Domain 4****Professional Responsibilities**  |
| A. Demonstrating knowledge and skill in using psychological instruments to evaluate studentsB. Demonstrating knowledge of child and adolescent development and psychopathology C. Establishing goals for the psychology program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district E. Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention F. Developing a plan to evaluate the psychology program | A. Establishing rapport with students B. Establishing a culture for positive mental health throughout the school C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the testing center E. Organizing physical space for testing the students and storage of materials | A. Responding to referrals consulting with teachers and administrators B. Evaluating student needs and compliance with national Association of school psychologists NASP guidelines C. Chairing evaluation team D. Planning interventions to maximize student’s likelihood of success E. Maintaining contact with physicians and community mental health service providers F. Demonstrating flexibility and responsiveness | A. Reflecting on practice B. Communicating with families C. Maintaining accurate records D. Participating in a professional community E. Engaging in professional development F. Showing professionalism |

**Framework for School Counselors / Social Workers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1****Planning & Preparation** | **Domain 2****Classroom Environment** | **Domain 3****Instruction****(Delivery of Service)** | **Domain 4****Professional Responsibilities**  |
| A. Demonstrating knowledge of counseling theory and techniques B. Demonstrating knowledge of child and adolescent developmentC. Establishing goals for the counseling D. program appropriate to the setting and the students served E. Demonstrating knowledge of state and F. federal regulations and of resources both within and beyond the school and district G. Plan in the counseling program integrated with the regular school program H. Developing a plan to evaluate the counseling program | A. Creating an environment of respect and rapport B. Establishing a culture for productive communication C. Managing routines and procedures D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school E. Organizing physical space | A. Assessing student needs B. Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs C. Using counseling techniques in individual and classroom programs E. Brokering resources to meet needs F. Demonstrating flexibility and responsiveness | A. Reflecting on practice B. Maintaining records and submitting them in a timely fashion C. Communicating with families D. Participating in a professional community E. Engaging in professional development F. Showing professionalism |

**Framework for Library Media Specialist**

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

**Evaluation Frameworks**

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

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

The immediate supervisor will serve as the primary evaluators and must use the following categories of evidence in determining overall ratings:

**Sources of Evidence**

* + Professional Growth Planning and Self-Reflection
		- Student Growth Goal
	+ Observation
	+ Student Voice (Optional)

All components and sources of related evidence supporting an evaluatee’s professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded on district forms and in the district approved platform.

**Professional Practice**

**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 and other professional’s will identify explicit goals which will drive the focus of professional growth activities, support, and ongoing reflection. Principals and district administrators will collaborate with the superintendent to identify growth goals.

Reflective practices and professional growth planning are iterative processes. The Certified professional (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/superintendent 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. Growth plans should align with the school/district improvement plans and will be reviewed annually.

* All teachers and other professionals will participate in self-reflection utilizing the Danielson reflection document and professional growth planning each year.
* All certified professionals will document self-reflection and professional growth planning using the district approved forms and platform.
* Student growth should be an integral part of the reflection process. A growth goal will be developed utilizing Reading/Math MAP data when possible. When MAP data is not available teachers will utilize a consistent common assessment developed by the content area team and approved by the building administrator. These goals will be included and reviewed as part of the professional growth plan.
* The self-reflection and professional growth plan will be completed and submitted to the primary evaluator by Oct. 15th each school year. Late hires will complete this process within the first thirty calendar days of employment.

**Observation**

The observation process is one source of evidence to determine teacher or other professional’s effectiveness. The supervisor observation will provide *documentation* *and feedback* to measure the effectiveness of the evaluatee’s professional practice. The supervisor observation will be used to inform and calculate a summative rating.

**Observation Model**

The observation model must fulfill the following minimum criteria:

* Three observations for tenured staff to take place at any time during the evaluation cycle. These observations will consist of one full and two minis that focus on domains two and three of the framework. The full evaluation must take place in the summative year.
* Two full observations for non-tenured staff that follow the district observation timeline.
* Interns will utilize the Kentucky approved process and associated timelines
* All observations must be documented on Spencer County district forms utilizing the approved platform.

**Mini Observations**

A mini observation is generally less than thirty minutes and is focused on “*look fors” in* domain two and three that that have been identified by the teacher or evaluator as an area for focus.

**Observation Conferencing**

Supervising observers will adhere to the following observation conferencing requirements:

* Administrators will conduct a face to face observation post-conference within five (5) working days.
* The summative evaluation conference shall be held at the end of the summative evaluation cycle.
* A pre-conference will take place prior to all administrative observations and the timeline will be at the discretion of the primary evaluator.
* Evaluatees will complete a pre-conference form and submit to the primary evaluator in advance of the pre-conference (Appendix A).
* Pre-conferences may take place electronically.

**Observation Schedule**

The following schedule will be followed for observations:

|  |  |  |
| --- | --- | --- |
| **INTERN TEACHER****(less than one year)** | **NON-TENURED****(One through four years)** | **TENURED****(more than four years)** |
| *The evaluation plan shall be explained to and discussed with all certified employees within the first thirty days of reporting for work each school year.* |
| **Formative Phase (data collection)** |
| **Initial Conference and Pre-Conference(s)**1. Who observes
2. When they occur
3. Where
4. Unit of study / lesson plan
5. Pre-conference form
6. Other information
 | **Pre-Conference(s)**1. Who observes
2. When they occur
3. Where
4. Unit of study / lesson plan
5. Pre-conference form
6. Other information
 | **Pre-Conference(s)**1. Who observes
2. When they occur
3. Where
4. Unit of study / lesson plan
5. Pre-conference form
6. Other information
 |
| **Formative Observations**1. Minimum of three per year when satisfactory
2. Prior to formative conference
3. Use approved forms
4. Conference with intern follows observations from the intern’s committee members

*\*more observations may occur when results are unsatisfactory* | **Formative Observations**1. Minimum of two per year when satisfactory following district timeline
2. Prior to formative conference
3. Conference within five working days

*\*more observations may occur when results are unsatisfactory* | **Formative Observations**1. Minimum of three per evaluation cycle when satisfactory
2. Two minis and one full
3. Full must occur in summative year
4. Prior to formative conference
5. Conference within five working days

*\*more observations may occur when results are unsatisfactory* |
| **Summative Phase (decision making)** |
| **Summative Conference** 1. Discussion between intern and committee
2. Includes all data collected
3. held at the end of the cycle
4. completed written report provided to the intern
 | **Summative Conference** 1. Discussion between evaluatee and evaluator
2. Includes all data collected
3. held at the end of the cycle
4. completed written report provided to the intern
 | **Summative Conference** 1. Discussion between evaluatee and evaluator
2. Includes all data collected
3. held at the end of the cycle
4. completed written report provided to the intern
 |

**NOTE:**

* Additional observations will be scheduled in the event of a certified professional receiving an ineffective determination during an observation.
* A separate timeline will be developed for late hires. This will be determined by dividing the remaining time in the evaluation period into equal time periods ensuring that the requirements of the regulation are fulfilled.
* The district teacher personnel file **shall** contain the following:
	+ Summative evaluation (completed form) per teacher at the end of the evaluation cycle
	+ Individual yearly professional growth plan per teacher
	+ Intern records maintained according to state approved requirements

**Observer Certification**

All administrators serving as a primary evaluator must complete initial Certified Evaluation Training and Testing provided by KDE or approved provider prior to conducting a summative evaluation. Evaluators must also meet CEP requirements prior to conducting a formative or summative evaluation.

To ensure consistency of observations, evaluators must also participate in annual six hour EILA approved professional development experiences on personnel evaluation systems that will enhance their knowledge of the instructional process. This shall include but not be limited to:

* effective observation and conferencing techniques when using observation to evaluate personnel (
* providing clear and timely feedback
* establishing and assisting with a professional growth plan
* summative decision techniques
* ensuring consistent and reliable ratings

Administrators hired late will be required to complete the same requirements as soon as possible after employment. They will not be allowed to conduct evaluations until this process is completed.

**Peer Learning Lab Experiences**

Peer learning labs create and nurture a learning community by making one’s teaching more public. Observers participate in facilitated observations of classroom within their schools.

* Peer learning labs are an opportunity to learn alongside one another in a colleague’s classroom
* Peer learning labs are rooted in inquiry and allow colleagues to see how their peers have implemented instructional practices into their classrooms.
* Peer Learning labs are an opportunity to engage in dialogue about teaching and learning within the school and district
* Peer Learning Labs are not about observing an expert model of instruction or evaluation. Instead, they revolve around a focus question or concept that is clearly stated by the host teacher and the central purpose is on building a collaborative learning community.

Spencer County Schools have embraced the peer learning lab model as means for developing professional efficacy with our staff. All staff members are encouraged to build capacity by participating in a peer learning lab experience each year either as an observer or lead learner.Peer learning labs are encouraged but not required for staff members. Participation in a learning lab can be used as evidence for ‘Participating in a Professional Community’ as well as ‘Growing and Developing Professionally” under Domain Four (Professional Responsibilities).

**Student Voice**

The Student Voice Survey is a confidential survey that collects student feedback on specific aspects of the classroom experience and teaching practice. Teachers and other professionals are encouraged to participate Student Voice Survey annually with a minimum of one identified section of students.

* Student selection for participation must be consistent across the district.
* Results will be used to inform professional practice.
* All teachers, other professionals, and appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.
* The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
* The survey will be administered in the school.
* Survey data will only be considered when 10 or more students are respondents.
* The Assistant Superintendent will serve as the District Student Voice Survey Point-of-Contact.
* The building principal and evaluatee will work collaboratively to identify the student group(s) who will participate in the survey. The supervisor will make the decision if consensus can’t be met. At least one section of students will participate in the student voice survey.
* Students will receive accommodations as identified on their individual IEP.
* There must be a minimum of ten students complete the survey before it can be considered valid and used as part of the evaluation process.
* The student voice survey will be conducted between February 1st and April 1st of each school year.

**Products of Practice/Other Sources of Evidence**

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains.

**Student Growth**

Spencer County Schools believe that Student growth is at the very heart of the educational process. Therefore, it should be a contributing factor in the evaluation plan.

* Student growth will be embedded into the reflection process and reviewed as part of the yearly professional growth plan.
* All SGG’s will be determined by the teacher or other professional in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement)*.*
* Student growth goal will be based on Reading and/or Math MAP data when possible. When MAP data is not available teachers will utilize a consistent common assessment developed by the content area team and approved by the building administrator.

**Student Growth Goal Criteria**

When possible the SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.

* The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
* The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
* The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

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

**Rigor and Comparability of Student Growth Goals**

**Rigor**-congruency to the Kentucky Core Academic Standards

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

To fulfill the criteria of measuring student growth at the local level the following protocol will be utilized to ensure rigorous and comparable growth measures used for all teachers. All teachers will write a student growth goal based on this criteria

* In order for student growth goals to be comparable across the schools and district, teachers will meet in professional learning communities to analyze data from district assessments and/or create common assessments for the purpose of gathering baseline and continuous data.
* Spencer County Schools will utilize the following rubric for assessing the rigor and comparability of all Student Growth Goals. Teachers will use this rubric to determine if student growth goals are acceptable and meet expectations.  Initial drafts of SGGs may be presented to colleagues in a PLC for peer review and feedback, using the rubric, before being submitted to the principal.

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| --- | --- | --- |
| **Structure of the Goal** | **Rigor of the Goal** | **Comparability of Data** |
| *The student growth goal:*-Focuses on a standards-based enduring skill-Identifies a specific area of need supported by data for current students-Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students -Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed-Specifies a year-long/course-long interval of instruction | *The student growth goal:*-Is congruent and appropriate for grade level/content area standards-Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed-Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable | *Data collected for the student growth goal:*-Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed |

**Products of Practice/Other Sources of Evidence**

Certified professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains. These include but are not limited to the following:

* observations conducted by certified supervisor observer(s)
* student voice survey(s)
* self-reflection and professional growth plans
* team-developed curriculum units
* lesson plans
* communication logs
* timely, targeted feedback from mini or informal observations
* student data records
* student work
* student formative and/or summative course evaluations/feedback
* minutes from PLCs
* teacher reflections and/or self-reflections
* teacher interviews
* teacher committee or team contributions
* parent engagement surveys
* records of student and/or teacher attendance
* video lessons
* engagement in professional organizations
* action research

**Determining the Overall Performance Category**

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

**Rating Professional Practice**

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle. Supervisors will then:

* Provide a summative rating for each domain based on evidence.
* All ratings must be recorded on Spencer County forms and approved platform.

**Determining the Overall Performance Category**

An educator’s Overall Performance Category is determined by the following steps:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply Decision Rules for determining an educator’s Professional Practice Rating.

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| **Criteria for Determining a Certified Professional’s**  **Professional Practice Rating and Overall Performance Category** |
| **IF...** | **THEN...** |
| Domains 2 AND 3 are rated INEFFECTIVE | Professional Practice Rating shall be INEFFECTIVE |
| Domains 2 or 3 are rated INEFFECTIVE | Professional Practice Rating shall be DEVELOPING or INEFFECTIVE |
| Domains 1 and 4 are rated in INEFFECTIVE | Professional Practice Rating shall not be EXEMPLARY |
| Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED | Professional Practice Rating shall be ACCOMPLISHED |
| Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY | Professional Practice Rating shall be ACCOMPLISHED |
| Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY | Professional Practice Rating shall be EXEMPLARY |

**Professional Growth Plan and Summative Cycle**

A summative evaluation conference will be held at the end of the summative evaluation cycle and include all applicable evaluation data. Tenured teachers will be receive a summative evaluation every three years. Non-tenured teacher’s summative evaluation will take place yearly. Interns will follow the KTIP cycle. Based on the overall Professional Practice rating, supervisors will then help teachers determine the type of Professional Growth Goals for the following year.

**Documentation**

* Evaluations for all staff will be documented on approved forms and will become part of the official personnel file.
* An opportunity for written response shall be included in the official personnel file
* A copy of the evaluation will be provided to the evaluatee.

**Spencer County Evaluation Plan – Administrators (Principals and District)**

The vision for the Spencer County Evaluation Plan 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.

**Administrator Performance Standards**

The administrator Performance Standards are aligned either with the Kentucky Principal Perfomance Stamdards or ISLLC Standards and are intended to support student achievement and professional best-practice. Included in the performance standards are 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 may use the following categories of evidence in determining overall ratings:

* Possible Sources of Evidence
	+ Professional Growth Planning and Self-Reflection
	+ Site-Visits
	+ Working Conditions Goal (Based on TELL KY)
	+ State and Local Student data

**KY Principal Performance Standards**

**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 student academic growth and school improvement.*

• Principals of high-achieving schools have a clear vision and communicate to all stakeholders that learning is the school’s most important mission (Cotton, 2003; Marzano, Waters, & McNulty, 2005; Zmuda, Kuklis, & Kline, 2004).

• Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization (Blasé & Blasé, 1999; Hargreaves & Fink, 2003).

• Principals who develop and tap the expertise of teacher leaders and refocus their emphasis on learning throughout the school improvement effort are more successful than those who do not (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004).

• There is growing evidence that basic “instructional” leadership activities have a greater impact on student learning than a focus on transformational leadership (Hattie, 2009).

• Principals are aware of instructional practices in their school buildings, are knowledgeable about the curriculum standards, and ensure that they are taught (Cotton, 2003; Fink & Resnick, 2001; Pajak & McAfee, 1992; Ruebling et al., 2004).

**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.*

• There is a positive relationship between school climate and leadership, which affects overall school effectiveness (Barth, 2002; Hallinger, Bickman, & Davis, 1996; Marzano, Waters, & McNulty, 2005; Villani, 1997). • Relationship-building and stakeholder involvement are of fundamental importance in establishing and sustaining school success (Cotton, 2003; Fullan, 2001; Kytheotis & Pashiartis, 1998; Marzano, Waters, & McNulty, 2005).

• Attempting to change the prevailing culture of a school is one of the more difficult tasks of the school leader (Barth, 2002; Fullan, 2001).

• The effective school principal leads from a position of trust—modeled and fostered daily in the school environment. Principals desiring a trustful environment can cultivate one by sharing information, power, and decision-making with teachers (Tschannen-Moran, 2004; 2009).

• Continuous monitoring of internal and external factors affecting the school— situational awareness—is the responsibility of school leaders that has a positive association with student achievement (Marzano, Waters, McNulty, 2003).

**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.*

• Selecting capable and committed teachers is the core of the principal’s human resources responsibilities (Collin, 2001; Fink & Resnick, 2001; Marzano, Waters, & McNulty, 2005).

• Effective principals create a culture in which new teachers are supported and mentored by others in the building and the principals themselves are critical resources of effective instruction (Boreen, Johnson, Niday, & Potts, 2000; Mullen & Lick, 1999; Sweeney, 2001).

• Effective administrators provide the time, resources, and structure for meaningful professional development and recognize the teacher leadership within the building (Blasé & Blasé, 2001; Cotton, 2003; Drago-Severson, 2004; Fullan, Bertani, & Quinn, 2004).

• Teacher evaluation systems are integral to teacher improvement and overall school improvement (Ellett & Teddlie, 2003).

• Principals who are risk takers and who help in problem solving are more likely to empower and retain teachers (Blasé & Blasé, 2001; Charlotte Advocates for Education, 2004).

**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.*

• Despite an increased emphasis on the principal’s responsibility for instructional leadership, school management duties have not decreased and remain a time consuming responsibility (Lashway, 2002; Marks & Printy, 2003).

• Maintaining a safe and orderly environment can affect teaching and learning positively and is therefore a fundamental responsibility of school administrators (Cotton, 2003; Lashway, 2001; Marzano, Waters, & McNulty, 2005; Shellard, 2003).

• Effective principals make creative use of all resources – time, people, and money – to improve teaching and learning (Cotton, 2003; King, 2002; Marzano, Waters, & McNulty, 2005).

• The principal’s skill in organizational management (e.g., hiring, providing PD, managing budgets) has a greater impact on school effectiveness than observing in classrooms (Horng, Klasik, & Loeb, 2009).

• Effective principals allow their teachers considerable autonomy in managing and organizing their classrooms (Cotton, 2003)

**Performance Standard 5: Communication and Community Relations**: *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

• The current role of the principal is being redefined and often requires principals to network with individuals and groups in other organizations to build partnerships for pursuing shared goals (Smikins, 2005).

• Successful school leaders must be able to work effectively with parent, community, business, and government representatives (Leithwood & Riehl, 2003).

• Relationship-building and stakeholder involvement are of fundamental importance in establishing and sustaining school success (Cotton, 2003; Fullan, 2001; Kytheotis & Pashiartis, 1998; Marzano, Waters, & McNulty, 2005).

• The number one reason that principals lose their jobs is for negative interpersonal relationships (Davis, 1998)

**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*.

• Effective principals communicate and model core values through their interactions with students and teachers; most importantly, they model that they care for and have a genuine concern for children (Cotton, 2003).

• Principals who fail to perform their duties with competence and integrity and fail to cultivate relationships have low levels of trust in their schools (Bryk & Schneider, 2002; Tschannen-Moran, 2004).

• Effective principals balance responsibilities associated with educating students with the needs of teachers (Gross & Shapiro, 2000; Tschannen-Moran, 2004).

• Effective principals recognize the importance of professional development and participate in a variety of professional development activities, including attending conferences, networking with others, mentoring other principals, and observing other principals (Drago-Severson, 2004; Fink & Resnick, 2001; LaPointe & Davis, 2006). • Just as important is professional develop with a focus on the nuances of context that affect their decisions. The when and why are just as critical as the what and how (Waters & Grubb, 2004).

**ISLLC (District Administrators)**

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

1. Collaboratively develop and implement a shared vision and mission
2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
3. Create and implement plans to achieve goals
4. Monitor and evaluate progress and revise plans

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

1. Nurture and sustain a culture of collaboration, trust, learning and high expectations
2. Create a comprehensive, rigorous, and coherent curricular program
3. Create a personalized and motivating learning environment for students
4. Supervise instruction
5. Develop assessment and accountability systems to monitor student progress
6. Develop the instructional and leadership capacity of staff
7. Maximize time spent on quality instruction
8. Promote the use of the most effective and appropriate technologies to support teaching and learning
9. Monitor and evaluate the impact of the instructional program

**Standard 3:** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

1. Monitor and evaluate the management and operational systems
2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
3. Promote and protect the welfare and safety of students and staff
4. Develop the capacity for distributed leadership
5. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4:** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

1. Collect and analyze data and information pertinent to the educational environment
2. Promote understanding, appreciation, and use of the community’s diverse, cultural, social, and intellectual resources
3. Build and sustain positive relationships with families and caregivers
4. Build and sustain productive relationships with community partners

**Standard 5:** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

1. Ensure a system of accountability for every student’s academic and social success
2. Model principles of self-awareness, reflective practices, transparency, and ethical behavior
3. Safeguard the values of democracy, equity, and diversity
4. Consider and evaluate the potential moral and legal consequences of decision-making
5. Promote social justice and ensure that individual students needs inform all aspects of schooling

**Standard 6:** *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.*

1. Advocate for children, families and caregivers
2. Act to influence local, district, state, and national decisions affecting student learning
3. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
4. Will be an ambassador for Spencer County Public Schools and commit to offering excellent customer service to students, parents and staff.
5. Maintains a professional demeanor with students, parents, teachers and administrators.
6. Returns phone calls and e-mails in a timely manner.
7. Participates in District Instructional Initiatives.
8. Maintains good attendance and punctuality.
9. Dresses in a professional manner.
10. Attends and participates in required meetings.
11. Plans, attends, and participates in Data/PD Days.

**Professional Practice**

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

**Professional Growth Planning and Self-Reflection – completed by all administrators**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visits, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

* All administrators 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.
* Growth plans will include both a working conditions as well as a student growth component
* District Administrators will participate in the components that are reflect their individual job responsibilities.
* Administrators will complete the self-reflection and professional growth plan utilizing the district approved forms/platform by Oct. 15th of each school year. Assistant principals will submit this information to the building principal by the same date. Late hires will complete this process within the first thirty calendar days of employment.

**Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

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

 **Working Conditions Goal (Goal inherited by Assistant Principal)**

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

* Principals will develop one 2-year working conditions goal after completion of the TELL Kentucky survey. The goal will be based on a survey question that indicates a need for growth.
* Once identified this question will be connected to one or more of the Principal Performance Standards.
* The working conditions goals will be an embedded component of the reflection and professional growth plan process.
* A midpoint review of the Working Conditions Goal will be conducted by the superintendent as part of the summative evaluation process at the end of the school year.
* Additional surveys and evidence used to inform progress toward the Working Conditions Goal will be determined by the Superintendent.

 **Products of Products of Practice/Other Sources of Evidence (all administrators)**

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. These may include but are not limited to the following:

* 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

**Student Growth**

Principals are responsible for embedding a student growth component into the reflection/growth planning process. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year’s goal that will help reach the long-term trajectory target. New goals are identified each year based on state or local assessment data. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through ongoing improvement.

**Determining the Overall Performance Category**

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

An educator’s Overall Performance Category is determined by the following steps:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply Decision Rules for determining an educator’s Professional Practice Rating.

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| **Criteria for Determining a Certified Professional’s**  **Professional Practice Rating and Overall Performance Category** |
| **IF...** | **THEN...** |
| Domains 2 AND 3 are rated INEFFECTIVE | Professional Practice Rating shall be INEFFECTIVE |
| Domains 2 or 3 are rated INEFFECTIVE | Professional Practice Rating shall be DEVELOPING or INEFFECTIVE |
| Domains 1 and 4 are rated in INEFFECTIVE | Professional Practice Rating shall not be EXEMPLARY |
| Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED | Professional Practice Rating shall be ACCOMPLISHED |
| Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY | Professional Practice Rating shall be ACCOMPLISHED |
| Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY | Professional Practice Rating shall be EXEMPLARY |

**Professional Growth Plan and Summative Cycle**

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

**Documentation**

* Evaluations for all staff will be documented on approved forms and will become part of the official personnel file.
* An opportunity for written response shall be included in the official personnel file
* A copy of the evaluation will be provided to the evaluatee.

**Appeals Process (all certified staff)**

According to 156.557 Section 9,

 Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

      (2) The appeal procedures shall be as follows:

      (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

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

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

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

      (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**Membership and Elections Procedures**

All members of the appeals panel shall be current certified employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent. Ref: KRS 156.101 and 704 KAR:345.

A minimum of two (2) appeals panel members will be nominated in each school. Each nominee must have agreed to serve. The names of the two (2) persons with the greatest number of votes at each school will be placed on a ballot for a districtwide election to be held no later than September 30. Voting will be by secret ballot. Write-in votes will be acceptable. The top two (2) vote getters will serve as the certified teacher members of the panel. Should either not be able to serve, the vacancy shall be filled by the remaining vote getters in descending order of votes received.

The Superintendent shall also appoint a certified member to serve on the panel by September 30 each year. The panel shall elect its chairperson for each appeal. The length of term for an appeals panel member shall be one (1) year. Panel members may be re-elected for the position. Panel members shall assume their responsibilities as soon as the election results are announced.

Panel members may seek training through the district evaluation coordinator.

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the Superintendent within five (5) working days of receipt of the evaluation*. Both substance and procedural issues shall be considered by the panel.*

1. No member of the panel shall serve on any appeal in which he/she was the evaluator.
2. No panel member shall serve on any appeal brought by the member’s immediate family.
3. Upon receiving the request, the Superintendent will convene the appeals panel within five (5) working days for an organizational meeting. The panel will review the hearing process and select its chairperson. A date for a preliminary hearing will be set at that time in consultation with both the evaluatee and the evaluator. At both the preliminary hearing and the actual appeals hearing, the evaluatee and/or evaluator may be represented by legal counsel or their chosen representative; the Board of Education shall provide for legal counsel to the panel if requested.
4. The preliminary hearing, to be convened within ten (10) working days, shall include:
	* Explanation of the procedure for the appeals hearing;
	* Exchange of five (5) copies of all documentation to be presented to the appeals panel (one for evaluatee, evaluator, and three (3) panel members;
	* Date is agreed upon for the appeals hearing to be held with five (5) working days;
5. The appeals hearing shall include time for presentation of documents and witnesses by both parties.
6. The panel shall make a recommendation to the Superintendent within five (5) working days of the preliminary hearing.
7. A certified employee who wishes to do so may appeal procedural matters to the State Board of Education after the appeal process has been completed

**Powers and Conditions**

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. Legal counsel may be present to assist the appeals panel and to represent either party.
6. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
9. The hearing will follow this format:
* The chairperson will convene the hearing, review procedures, and clarify the panel’s responsibilities.
* The evaluatee will make a statement of claim and present evidence supporting it.
* The evaluator will make a statement of claim and present evidence supporting it.
* The panel may question the evaluatee and the evaluator.
* Each party (evaluator and evaluatee) will be asked to make closing remarks.
* The chairperson may make closing remarks.
* The panel will withdraw to examine evidence and come to a decision.
1. After sufficiently reviewing all evidence, the panel shall issue one (1) of the following three (3) recommendations to the Superintendent:
* Uphold the original summative evaluation;
* Remove the whole evaluation and any part of the summative evaluation;
* Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee. The results of the actions taken by the Superintendent upon the recommendation of the panel will be given to both parties in writing and placed in the employee’s personnel file.

**Appeal Process Timeline**

(1) Date of Summative Evaluation

(2) Completed Appeal Form Filed with Superintendent within 5 working

 days of (1)

(3) Superintendent Convenes Organizational Meeting of Appeals Panel within 5 working days

 of (2)

(4) Preliminary Hearing within 10 working

 days of (3)

(5) Hearing of Appeal by Panel within 5 working days

 of (4)

(6) Panel Recommendation to the Superintendent within 5 working days of (5)

(7) Superintendent Notifies All Parties of Decision within 3 working days

 of (6)

**SPENCER COUNTY PUBLIC SCHOOLS**

**EVALUATION APPEAL FORM**

INSTRUCTIONS

***This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeals Panel.***

**Employee’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Job Title** | **Building** | **Grade/Department** |

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received summative evaluation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeals Panel for their study and review. I will appear before the Panel if requested.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 ***Employee’s Signature Date***

**Appendix A:**

###### PRE-OBSERVATION CONFERENCE FORM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator Date of Pre-Conference School

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Period/Time Grade/Level

**Professional Growth Plan Performance Area:**

 (Must reflect school PD goals.

\*\*Bring a copy of your district unit/lesson plan with you to the pre-observation conference.

**Total # of Students in Class\_\_\_\_\_\_\_ # of Students with IEPs\_\_\_\_\_\_\_**

***Pre-Observation Questions:***

1. What is your essential question? 2. List the daily learning target(s) for this unit.

3. How will you formatively assess your daily 4. What content vocabulary is necessary for

 learning target(s)? students to understand the lesson?

5. What best practice instructional strategies will 6. In what instructional activities will the

 be used? Please refer to District Learning students be engaged? At what level(s) of

 Walk document. Bloom’s Taxonomy will the students be

 working?

7. List any specific teaching behaviors you would 8. Are there any special circumstances you

 like monitored. should explain to the evaluator?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature Date Evaluator’s Signature Date**

**Appendix B:**

**Spencer County Schools**

**Post Observation Document - Teacher**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tenured\_\_\_\_Non Tenured\_\_\_\_ Full\_\_\_\_Mini\_\_\_\_**

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

**Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature Date Evaluator’s Signature Date**

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

**Appendix C:**

**Spencer County Schools**

**Summative Document - Teacher**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_*\_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Tenured\_\_\_\_**

 **Non Tenured\_\_\_\_**

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

**Comments Attached: \_\_\_\_\_\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_No**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature Date Evaluator’s Signature Date**

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

**Appendix D:**

#### **INDIVIDUAL SUPPORT PLAN**

**SCHOOL YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WORK SITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher** **Standard** | **Desired Outcome** | **Activities for** **Achieving Outcome** | **Review** **Date** |
|  |  |  |  |

***Note: It is the responsibility of the evaluatee to seek clarification of any item on the ISP that is not understood.***

**EVALUATOR’S COMMENTS:**

*Signature and Date***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE’S COMMENTS:**

*Signature and Date***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix E:**

#### **INDIVIDUAL SUPPORT PLAN REVIEW PAGE**

**SCHOOL YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WORK SITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review** **Date** | **Achieved** | **Not** **Achieved** | **Comments** |
|  |  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Evaluatee Signature and Date Evaluator Signature and Date***

**Appendix F:**

###### SUMMATIVE EVALUATION FOR ADMINISTRATORS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Performance Measures*** ***for Administrators******(Based on KY Principal Standards and ISLL)*** | **Ineffective**  | **Developing** | **Accomplished**  | **Exemplary** | **Comments** |
| **1. Planning** |  |  |  |  |  |
| 1. **Environment**
 |  |  |  |  |  |
| **3. Instruction** |  |  |  |  |  |
| **4. Professionalism** |  |  |  |  |  |
| **Overall Performance Rating** | **I** | **D** | **A** | **E** |

**Comments:**

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

**1 2 3 4 5 6 7**

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

**\_\_\_\_\_\_\_**Agree with this summative evaluation

\_\_\_\_\_\_\_Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 EVALUATEE DATE

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 EVALUATOR DATE

**Appendix G**

**Spencer County Schools**

**Post Observation Document – Guidance Counselor**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation\_\_\_\_\_\_\_\_\_\_\_ Tenured\_\_\_\_\_ Non Tenured\_\_\_\_\_ Full\_\_\_\_\_Mini\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: The Environment** | **Rating:** |
| A: Knowledge of Theory & Counseling Techniques | **I** | **D** | **A** | **E** | A: Creating an Environment of Respect and Rapport | **I** | **D** | **A** | **E** |
| B: Knowledge of Child & Adolescent Development | **I** | **D** | **A** | **E** | B: Establishing a Culture for Productive Communication | **I** | **D** | **A** | **E** |
| C: Establishing Appropriate Goals | **I** | **D** | **A** | **E** | C: Managing Routines and Procedures | **I** | **D** | **A** | **E** |
| D: Knowledge of State & Federal Regulations  | **I** | **D** | **A** | **E** | D: Establishes Standards of Conduct  | **I** | **D** | **A** | **E** |
| E: Integration with Regular School Program | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Plan for Evaluation of the Counseling Program | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Assessing Student Needs | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Assisting in formulation of Plans | **I** | **D** | **A** | **E** | B: Maintains & Submits Accurate Records | **I** | **D** | **A** | **E** |
| C: Using Techniques with Individuals & Classrooms | **I** | **D** | **A** | **E** | C: Communicating with Families | **I** | **D** | **A** | **E** |
| D: Brokering Resources to Meet Needs | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Engaging in Professional Development | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Shows Professionalism   | **I** | **D** | **A** | **E** |

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

 **Appendix H**

**Spencer County Schools**

**Summative Document – Guidance Counselor**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tenured\_\_\_\_ Non Tenured\_\_\_\_ Summative Year\_\_\_\_ Non Summative Year\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: The Environment** | **Rating:** |
| A: Knowledge of Theory & Counseling Techniques | **I** | **D** | **A** | **E** | A: Creating an Environment of Respect and Rapport | **I** | **D** | **A** | **E** |
| B: Knowledge of Child & Adolescent Development | **I** | **D** | **A** | **E** | B: Establishing a Culture for Productive Communication | **I** | **D** | **A** | **E** |
| C: Establishing Appropriate Goals | **I** | **D** | **A** | **E** | C: Managing Routines and Procedures | **I** | **D** | **A** | **E** |
| D: Knowledge of State & Federal Regulations  | **I** | **D** | **A** | **E** | D: Establishes Standards of Conduct  | **I** | **D** | **A** | **E** |
| E: Integration with Regular School Program | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Plan for evaluation of the Counseling Program | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Assessing Student Needs | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Assisting in formulation of Plans | **I** | **D** | **A** | **E** | B: Maintains & Submits Accurate Records | **I** | **D** | **A** | **E** |
| C: Using Techniques with Individuals & Classrooms | **I** | **D** | **A** | **E** | C: Communicating with Families | **I** | **D** | **A** | **E** |
| D: Brokering Resources to Meet Needs | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Engaging in Professional Development | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Shows Professionalism   | **I** | **D** | **A** | **E** |
| **Overall Performance Rating** | **I** | **D** | **A** | **E** |
|
|

**Comments :**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Denotes sharing of information only, not necessarily agreement with the rating.**

**Appendix I**

**Spencer County Schools**

**Post Observation Document – Instructional Specialist**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_Tenured\_\_\_\_\_Non Tenured\_\_\_\_\_Full\_\_\_\_\_\_Mini\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: The Environment** | **Rating:** |
| A: Knowledge of Current Trends  | **I** | **D** | **A** | **E** | A: Creating an Environment of Trust and Respect | **I** | **D** | **A** | **E** |
| B: Knowledge of School’s Program & Teacher Skills | **I** | **D** | **A** | **E** | B: Establishing a Culture for Ongoing Improvement | **I** | **D** | **A** | **E** |
| C: Establishing Goals for the Support Program | **I** | **D** | **A** | **E** | C: Establishing Clear Procedures  | **I** | **D** | **A** | **E** |
| D: Knowledge School and District Resources  | **I** | **D** | **A** | **E** | D: Establishes & Maintains Norms for Interaction  | **I** | **D** | **A** | **E** |
| E: Planning & Integrating the Support Program | **I** | **D** | **A** | **E** | E: Organizing Physical Space for Workshops or Training | **I** | **D** | **A** | **E** |
| F: Plan for evaluation of the Support Program | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Collaborating with Teachers on Lessons | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Engaging teachers in Learning New Skills | **I** | **D** | **A** | **E** | B: Preparing & Submitting Budgets & Reports | **I** | **D** | **A** | **E** |
| C: Sharing Expertise with Staff | **I** | **D** | **A** | **E** | C: Coordinating with Other Instructional Specialists | **I** | **D** | **A** | **E** |
| D: Locating Resources to Support Improvement | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Engaging in Professional Development | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Shows Professionalism   | **I** | **D** | **A** | **E** |

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Denotes sharing of information only, not necessarily agreement with the rating.**

**Appendix J**

**Spencer County Schools**

**Summative Document – Instructional Specialist**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tenured\_\_\_\_ Non Tenured\_\_\_\_ Summative Year\_\_\_\_ Non Summative Year\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: The Environment** | **Rating:** |
| A: Knowledge of Current Trends  | **I** | **D** | **A** | **E** | A: Creating an Environment of Trust and Respect | **I** | **D** | **A** | **E** |
| B: Knowledge of School’s Program & Teacher Skills | **I** | **D** | **A** | **E** | B: Establishing a Culture for Ongoing Improvement | **I** | **D** | **A** | **E** |
| C: Establishing Goals for the Support Program | **I** | **D** | **A** | **E** | C: Establishing Clear Procedures  | **I** | **D** | **A** | **E** |
| D: Knowledge School and District Resources  | **I** | **D** | **A** | **E** | D: Establishes & Maintains Norms for Interaction  | **I** | **D** | **A** | **E** |
| E: Planning & Integrating the Support Program | **I** | **D** | **A** | **E** | E: Organizing Physical Space for Workshops or Training | **I** | **D** | **A** | **E** |
| F: Plan for evaluation of the Support Program | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Collaborating with Teachers on Lessons | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Engaging teachers in Learning New Skills | **I** | **D** | **A** | **E** | B: Preparing & Submitting Budgets & Reports | **I** | **D** | **A** | **E** |
| C: Sharing Expertise with Staff | **I** | **D** | **A** | **E** | C: Coordinating with Other Instructional Specialists | **I** | **D** | **A** | **E** |
| D: Locating Resources to Support Improvement | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Engaging in Professional Development | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Shows Professionalism   | **I** | **D** | **A** | **E** |
| **Overall Performance Rating** | **I** | **D** | **A** | **E** |
|
|

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix K**

**Spencer County Schools**

**Post Observation Document – Media Specialist**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_ Tenured\_\_\_\_ Non Tenured\_\_\_\_ Full\_\_\_\_\_Mini\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: Library Environment** | **Rating:** |
| A: Knowledge of Content and Process | **I** | **D** | **A** | **E** | A: Creating a Culture of Respect and Rapport | **I** | **D** | **A** | **E** |
| B: Knowledge of Students | **I** | **D** | **A** | **E** | B: Establishing a Culture for Learning | **I** | **D** | **A** | **E** |
| C: Supporting Instructional Goals | **I** | **D** | **A** | **E** | C: Managing Student Behavior  | **I** | **D** | **A** | **E** |
| D: Knowledge and use of Resources | **I** | **D** | **A** | **E** | D: Managing Student Behavior | **I** | **D** | **A** | **E** |
| E: Knowledge of Literature and Learning | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Collaborating for instructional experiences | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Instruction & Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Communicating clearly and Accurately | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Using Questioning and Research Techniques | **I** | **D** | **A** | **E** | B: Maintains Accurate Records | **I** | **D** | **A** | **E** |
| C: Engaging Students in Learning | **I** | **D** | **A** | **E** | C: Communicating with School Staff and Community | **I** | **D** | **A** | **E** |
| D: Assessment in Instruction | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Growing and Developing Professionally | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Collection Development and Maintenance  | **I** | **D** | **A** | **E** |

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Denotes sharing of information only, not necessarily agreement with the rating.**

**Appendix L**

**Spencer County Schools**

**Summative Document – Media Specialist**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tenured\_\_\_\_ Non Tenured\_\_\_\_ Summative Year\_\_\_\_ Non Summative Year\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: Library Environment** | **Rating:** |
| A: Knowledge of Content and Process | **I** | **D** | **A** | **E** | A: Creating a Culture of Respect and Rapport | **I** | **D** | **A** | **E** |
| B: Knowledge of Students | **I** | **D** | **A** | **E** | B: Establishing a Culture for Learning | **I** | **D** | **A** | **E** |
| C: Supporting Instructional Goals | **I** | **D** | **A** | **E** | C: Managing Student Behavior  | **I** | **D** | **A** | **E** |
| D: Knowledge and use of Resources | **I** | **D** | **A** | **E** | D: Managing Student Behavior | **I** | **D** | **A** | **E** |
| E: Knowledge of Literature and Learning | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Collaborating for instructional experiences | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Instruction & Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Communicating clearly and Accurately | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Using Questioning and Research Techniques | **I** | **D** | **A** | **E** | B: Maintains Accurate Records | **I** | **D** | **A** | **E** |
| C: Engaging Students in Learning | **I** | **D** | **A** | **E** | C: Communicating with School Staff and Community | **I** | **D** | **A** | **E** |
| D: Assessment in Instruction | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Growing and Developing Professionally | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Collection Development and Maintenance  | **I** | **D** | **A** | **E** |
| **Overall Performance Rating** | **I** | **D** | **A** | **E** |
|
|

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix M**

**Spencer County Schools**

**Post Observation Document – Therapeutic Specialists**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation\_\_\_\_\_\_\_\_\_\_\_ Tenured\_\_\_\_\_ Non Tenured\_\_\_\_\_ Full\_\_\_\_\_Mini\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: The Environment** | **Rating:** |
| A: Knowledge and Skill in Field of Expertise | **I** | **D** | **A** | **E** | A: Establishing Rapport with Students  | **I** | **D** | **A** | **E** |
| B: Establishing Goals for the Therapy Program | **I** | **D** | **A** | **E** | B: Organizing Time Effectively  | **I** | **D** | **A** | **E** |
| C: Knowledge of Regulations & Guidelines  | **I** | **D** | **A** | **E** | C: Establishing & Maintaining Referrals | **I** | **D** | **A** | **E** |
| D: Knowledge of Resources  | **I** | **D** | **A** | **E** | D: Establishes Standards of Conduct  | **I** | **D** | **A** | **E** |
| E: Planning & Integration to Meet Student Needs | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Plan for evaluation of the Therapy Program | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Responding to & Evaluating Student Needs  | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Develop & Implement Treatment Plans | **I** | **D** | **A** | **E** | B: Collaborates with Teachers & Administrators | **I** | **D** | **A** | **E** |
| C: Communicating with Families  | **I** | **D** | **A** | **E** | C: Maintains Data Effectively  | **I** | **D** | **A** | **E** |
| D: Collecting Information & Writing Reports | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Engaging in Professional Development | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Shows Professionalism   | **I** | **D** | **A** | **E** |

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Denotes sharing of information only, not necessarily agreement with the rating.**

**Appendix N**

**Spencer County Schools**

**Summative Document – Therapeutic Specialists**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tenured\_\_\_\_ Non Tenured\_\_\_\_ Summative Year\_\_\_\_ Non Summative Year\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | **Domain 2: The Environment** | **Rating:** |
| A: Knowledge and Skill in Field of Expertise | **I** | **D** | **A** | **E** | A: Establishing Rapport with Students  | **I** | **D** | **A** | **E** |
| B: Establishing Goals for the Therapy Program | **I** | **D** | **A** | **E** | B: Organizing Time Effectively  | **I** | **D** | **A** | **E** |
| C: Knowledge of Regulations & Guidelines  | **I** | **D** | **A** | **E** | C: Establishing & Maintaining Referrals | **I** | **D** | **A** | **E** |
| D: Knowledge of Resources  | **I** | **D** | **A** | **E** | D: Establishes Standards of Conduct  | **I** | **D** | **A** | **E** |
| E: Planning & Integration to Meet Student Needs | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Plan for evaluation of the Therapy Program | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Delivery of Service** | **Rating:** | **Domain 4: Professional Responsibilities** | **Rating:** |
| A: Responding to & Evaluating Student Needs  | **I** | **D** | **A** | **E** | A: Reflecting on Practice | **I** | **D** | **A** | **E** |
| B: Develop & Implement Treatment Plans | **I** | **D** | **A** | **E** | B: Collaborates with Teachers & Administrators | **I** | **D** | **A** | **E** |
| C: Communicating with Families  | **I** | **D** | **A** | **E** | C: Maintains Data Effectively  | **I** | **D** | **A** | **E** |
| D: Collecting Information & Writing Reports | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Engaging in Professional Development | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Shows Professionalism   | **I** | **D** | **A** | **E** |
| **Overall Performance Rating** | **I** | **D** | **A** | **E** |
|
|

**Comments:**

**Evaluatee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix O**

**Spencer County Schools Professional Growth Plan**

**Evaluatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work Site\_\_\_\_\_\_\_\_\_\_\_\_**

**Non Tenured\_\_\_\_\_\_\_\_\_ Tenured\_\_\_\_1\_\_\_\_2\_\_\_\_3 School Year\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Student Growth Goal(s):** |
| **Goal:** | **Strategies/Evidence:** | **Target Dates:** |
| **Goal:** | **Strategies/Evidence:** | **Target Dates:** |

**Date\_\_\_\_\_\_\_\_\_\_Evaluatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Summary of Impact:**

**Date\_\_\_\_\_\_\_\_\_\_Evaluatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**