To: Dr. Keith Davis, Superintendent
      Ms. Becky Sexton, Assistant Superintendent for Support Services

From: Jennifer Wooley, Director of Human Resources

Date: June 6, 2018

RE: Item for June Board Agenda ~ Certified Evaluation Plan

Attached please find the 2018-2019 Certified Employee Evaluation Plan. A number of revisions were made to meet requirements of the new regulation.   Mainly, all certified employees must now be evaluated based upon four performance measures: planning, environment, instruction, and professionalism. One significant change the committee is suggesting may be found on page three. A tenured educator will receive his/her summative evaluation according to the first letter of his/her legal first name instead of the first letter of his/her last name.

Principals, teachers, and district administrators provided constructive feedback to the current plan and the Certified Evaluation Plan Committee approved the revisions. We hope the plan meets with your approval.

Certified Employee Evaluation Plan

2018-2019

Table of Contents

Section I - Overview

All employees required to hold a valid certificate, issued by the Kentucky Department of Education, in order to perform their functions are to be evaluated as follows:

(1) All school and district-level administrators, including the Superintendent, and all non-tenured teachers shall be evaluated summatively each year. The Superintendent shall be evaluated annually by the Board of Education to include opportunity for professional growth pursuant to KRS 156.111.

(2) Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's Certified Evaluation Plan within **30 calendar days** of reporting for employment each school year. Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation. The district will train primary evaluators in the local evaluation process. There will be three (3) hours of annual EILA approved evaluation training provided by the district. Evaluators are required to secure three (3) additional EILA approved hours of evaluation training each year.

(3) Employees new to the school system shall be
    A.   Observed and all documentation reviewed at the end of the first half of the school year, and these actions shall be documented on a mid-year report; and
    B.   Evaluated near the end of the second half of the school year using the summative evaluation form.

(4) All tenured certified school personnel shall be evaluated a minimum of one time during every three (3) year period. Tenured certified school personnel with legal first names beginning A through H shall be evaluated during the 2018-2019 school year. Tenured certified school personnel with the legal first names beginning I through P shall be evaluated during the 2019-2020 school year. Tenured certified school personnel with the legal first names beginning Q through Z shall be evaluated during the 2020-2021 school year. Certified school personnel, when first achieving continuing contract status, shall enter the cycle according to the first letter of their legal first name.

Tenured Educators (By First Letter of Legal First Name)

	2018-2019	2019-2020	2020-2021
Mini Observation	I-P	Q-Z	A-H
Mini Observation	Q-Z	A-H	I-P
Full Observation	A-H	I-P	Q-Z

The Director of Human Resources is designated as the person responsible for evaluation training and as the contact person for the evaluation plan in the Bullitt County School system.

Section II – Forms

(1) The formative and summative evaluation forms used in evaluating certified personnel shall be developed and/or accepted by the evaluation committee and approved by the Superintendent and Board of Education.

(2) For each formal observation the pre-observation form will be utilized and will be reviewed during a pre-observation conference. For administrators, the growth plan will be utilized in lieu of a pre-observation form.

(3) Student work samples appropriate to each position may be collected and used in the evaluation cycle.

(4) A mid-year report shall be completed for all non-tenured teachers and teachers new to the district. The evaluatee and evaluator shall sign the form and it shall be submitted to the Human Resources department at the end of the first semester.

(5) An individual professional growth plan shall be developed by all certified employees. The growth plan shall be reviewed annually.

(6) A Corrective Action Plan shall be developed when any employee receives a rating of "Ineffective" on a summative evaluation or demonstrates a recurring significant deficiency in work performance to assist an employee.

Section III - Procedures

Formative:

(1) The principal and assistant principals may conduct observations and summative evaluations.

(2) When conducting an administrator evaluation, the primary evaluator may seek assistance from other administrative personnel in the collection of data.

(3) The collection of data shall be considered a vital part of any evaluation. All evidences used for purposes of evaluation shall be documented in the district-approved platform.

(4) All monitoring and observations of performance of a certified employee shall be conducted openly and with full knowledge of the employee.

(5) Unannounced visits by the evaluator(s) are permissible. Any documentation collected during these visits shall be shared with the evaluatee within five (5) working days. District walkthroughs are not evaluative.

(6) A pre-observation conference shall be held prior to each formal observation. The evaluator shall also hold a post-observation conference within five (5) working days after each required documented observation.

(7) The evaluator shall summarize the observations and conferences in the district-approved platform and provide a hard copy to the employee at the end of the post-observation conference.

(8) If requested by the certified educator, an additional observation by another certified evaluator trained in the certified educator's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A certified evaluator who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the certified evaluator's written request, the evaluator shall select the third-party observer.

(9) All observations shall be completed prior to May 1 of the evaluation cycle. The summative evaluation shall be discussed at a conference between the evaluator and the employee by May 1 of the evaluation cycle and shall include all evaluation data.

(10) Additional observations are required when an employee's observation is unsatisfactory. Any visit, observation, or event adversely affecting the evaluation of an employee shall be discussed with the employee and a written record maintained.

    A. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve week period (60 worked days) beginning with notification of deficiencies. For the employee not assigned to classroom, the evaluator must observe work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities.

    B. The evaluator shall identify staff services and/or materials, which the employee may use to help correct the identified deficiencies. There shall be one (1) professional resource person who will serve in an assistance capacity only.

    C. The evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

Summative:

(1) Certified employees will be evaluated using the following table of performance criteria aligned to the four performance measures.

Performance Criteria and Role	Measures			
	Planning	Environment	Instruction	Professionalism
Athletic Director *District determined performance criteria specific to evaluatee's job category*	Standard 1 Organizational Management	Standard 3 Human Resources Management	Standard 5 School Climate	Standard 2 Communications and Community Relations Standard 4 Professionalism
District-Level Administrators *District determined performance criteria specific to evaluatee's job category*	Standard 1 Vision	Standard 2 School Culture and Learning	Standard 3 Management	Standard 4 Collaboration Standard 5 Integrity, Fairness, Ethics Standard 6 Ethical, Economic, Legal
Other Professional *The Kentucky Framework for Teaching – Specialists Frameworks Guidance Counselor, School Social Worker, Supervisor of Social Services, Instructional Coach, Library Media Specialist, Speech Language Pathologist*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Occupational Therapist *Occupational Therapist Standards*	Standard 3 Maintains overall responsibility for the development, documentation, and implementation of occupational therapy	Standard 2 Maintains responsibility for all aspects of the screening, evaluation, and re-evaluation process	Standard 1 Delivers Services that reflect philosophical base of Occupational Therapy services in accordance with AOTA	Standard 4 Maintains responsibility for documentation of student's performance, overall improvements or decline in functional performance areas, as well as providing discharge summaries for students exiting occupational therapy services
Teacher *KY Framework for Teaching – Preschool*	Standard 1 Planning and Preparation	Standard 2 The Environment	Standard 3 Delivery of Service	Standard 4 Professionalism
Principal/Assistant Principal *Principal Performance Standards*	Standard 3 Human Resources Management Standard 4 Organizational Management	Standard 2 School Climate Standard 5 Communication and Community Relations	Standard 1 Instructional Leadership	Standard 6 Professionalism
School Psychologist *School Psychologist Standards*	Standard 6 Preventative & Responsive Services Standard 7 Family-School	Standard 2 Consultation and Collaboration Standard 5 School-Wide Practices to	Standard 1 Data-Based Decision Marking and Accountability Standard 3 Interventions and	Standard 8 Diversity in Development and Learning Standard 9 Research and Program Evaluation

	Collaborative Services	Promote Learning	Instructional Support to Develop Academic Skills Standard 4 Interventions and Mental Health Services to Develop Social and Life Skills	Standard 10 Legal, Ethical, And Professional Practice
Teachers *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Teachers *KY Framework for Teaching – Family Liaison, Home-Hospital, ARC Chairperson, Etc.*	Standard 1 Demonstrate Applied Content Knowledge Standard 2 Designs and Plans Instruction	Standard 3 Creates and Maintains Learning Climate	Standard 4 Implements/Manages Instruction Standard 5 Assesses/Communicates Learning Results Standard 6 Demonstrates the Implementation of Technology	Standard 7 Reflects/Evaluates Teaching and Learning Standard 8 Collaborates with Colleagues/Parents/Others Standard 9 Evaluates Teaching/Implements Professional Development Standard 10 Provides Leadership within School/Community/Profession
Technology Integration Specialist *Technology Standards*	Standard 2 Teaching and Learning	Standard 6 Support, Operations, and Concepts	Standard 3 Assessment and Evaluation Standard 9 Demonstrates Implementation of Technology	Standard 1 Professional Leadership and Vision Standard 4 Productivity and Professional Practice Standard 5 Social, Legal, and Ethical Issues Standard 7 Reflects/Evaluates Teaching/Learning Standard 8 Collaborates with Colleagues/Parents/Others

(2) The evaluator will determine, based on evidence from the four performance measures: planning, environment, instruction, and professionalism, a summative rating. All ratings must be recorded on the district-approved forms/documentation for all certified employees and shall be discussed with the employee in a conference.

(3) The overall performance measure rating will be based upon professional judgement and summative ratings of the four performance measures. If two ratings are equal, choose the higher rating.

(4) All summative evaluations shall be based on multiple sources of evidence (evaluator observations, professional growth planning, and other possible sources of evidence.) Peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer observers will be trained via KDE offerings once every three years.

(5) The summative evaluation shall be discussed at a conference between the evaluator and all employees by May 1 and shall include all evaluation data.

(6) The evaluator shall take into consideration and note in writing any circumstances that may adversely affect an employee's performance.

(7) The employee shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation in the employee's official personnel file.

(8) A copy of the evaluation shall be provided to the person evaluated at the end of the summative conference.

(9) Employees shall be required to sign all forms ensuring the evaluation has been discussed and a copy of the evaluation provided to the evaluatee. The signing of the forms does not mean the employee agrees with the content, only that the forms have been reviewed and discussed.

(10) One designated building administrator shall evaluate the performance of itinerant/traveling employees assigned to his/her school. The itinerant/traveling employee may request additional evaluative input from other supervising administrators.

Section IV – Plans of Action

Individual Professional Growth Plan:

(1) A growth plan is an individualized plan that includes:
   A. Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
   B. Objectives, a plan for achieving the objectives, and a method for evaluating success; and
   C. Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and
   D. Identification of school and district resources within available funds to accomplish the goals.

The plan shall be developed by all certified personnel annually. The beginning of the evaluation cycle occurs immediately following the summative conference. The growth plan shall be reviewed annually, and review may be expected during the formative conference. The growth plan will be reviewed during the summative conference.

(2) The professional growth plan requirement shall be met by completing one of the following:
   A. The employee shall develop a professional growth goal which should be based on the certified educator's reflection component. The principal and certified educator shall review the appropriateness of the goal.
   B. Any employee receiving a rating of "Developing" during the summative evaluation process may be placed on an assistance plan to address the criterion.
   C. Any employee receiving a rating of "Ineffective" during the summative evaluation process shall be placed on a corrective action plan.

Assistance Plan:

(1) When a deficiency in work performance is occurring, the evaluator shall note the deficiency in writing and hold a conference with the employee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee.

(2) Improvement of deficiencies by the employee shall be noted in writing and attached to all copies of the individual assistance plan.

Corrective Action Plan:

(1) When a significant deficiency in work performance is recurring, and may have an adverse effect on continuing employment, the evaluator shall note the deficiency in writing and hold a conference with the employee and the Superintendent/designee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall

identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee and Superintendent/designee, following each meeting.

(2) Improvement of deficiencies by the employee shall be noted in writing and attached to all copies of the individual corrective action plan.

Section V – Appeal Process

(1) Any employee disagreeing with his/her summative evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the Appeals Panel as identified in item #4 and as required by 704 KAR 3:370.

(2) The evaluator shall inform the employee of his/her right to respond to his/her evaluation in writing, and that he/she may appeal both the substance and the procedural aspects of his/her evaluations within ten (10) working days. An employee may, within ten (10) working days after receipt of an evaluation, complaint or reprimand, file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or reprimand and a copy to Human Resources for attachment to the document.

(3) In cases of impasses, normal due process procedures prevail. An Appeals Panel consisting of two members elected by the certified staff and one member appointed by the Bullitt County Board of Education shall be established. This panel shall review the substance and the procedural aspects of the evaluation of any certified employee who appeals his/her evaluation.

(4) For appeals to the local evaluation appeals panel, each local evaluation plan shall provide for the following:
   A. Right to a hearing as to every appeal; and
   B. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel: and
   C. Right to presence of evaluatee's and/or evaluator's chosen representative.

Section VI - Timeline

Within 30 calendar days of Opening Day	Evaluator reviews evaluation plan with certified educators.
By September 15	Certified educator conducts a self-reflection and creates a professional growth plan.
Prior to May 1	Observations must be completed.
By May 1	Summative evaluations must be completed.

Section VIII – 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 which may include classroom observation feedback, student feedback, peer feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, educators will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

The certified educator:
(1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus each year; (For principals, this may include a working conditions goal.)
(2) collaborates with his or her administrator to develop a professional growth plan and action steps;
(3) enters professional growth plan in district-approved technology platform;

(4) implements the plan;
(5) regularly reflects on the progress and impact of the plan on his or her professional practice;
(6) modifies the plan as appropriate;
(7) continues implementation and ongoing reflection;
(8) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

With the exception of KTIP, late hires will complete this process within 20 working days of employment.

Section VI - Observation

The immediate supervisor of the certified employee shall designate the primary evaluator. Principals and assistant principals may conduct observations and summative evaluations.

Observers will conduct two mini observations of approximately 20 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation. All observations shall be documented in district-approved technology platform.

Non-tenured certified educators will be observed three times each year:
- First mini observation by end of first semester
- Full observation and second mini observation prior to May 1 with at least ten instructional days between the two observations
- Final observation is a formal observation consisting of a full class or lesson observation

Tenured certified educators will be observed as follows:
- Year 1 ~ Mini observation prior to May 1
- Year 2 ~ Mini observation prior to May 1
- Year 3 ~ Full observation prior to May 1

Section IX – Observation Conferencing

Mini observations shall include a pre-observation conference within 24 hours prior to the observation, a 20 minute scheduled observation, and a post-observation conference within five (5) working days. The evaluatorl determines the format of the pre-observation conference (electronic or face-to-face). The evaluator will focus on one aspect of the certified educator's PGP during the mini observation which shall be discussed during the pre-observation conference.

Full observations shall include a pre-observation conference within 24 hours of the observation, a full class period scheduled observation, and a post-observation conference within five (5) working days. The evaluator determines the format of the pre-observation conference (electronic or face-to-face).

The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1.

Section X – Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Late hires will merge into the observation schedule based upon hire date.
- Observations must be completed prior to May 1.

Section XI – Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the district-approved platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:

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

The following cycle for observation certification related to initial and update training for certified evaluators:

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

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

- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
- The Human Resources department will secure licenses for new administrators to complete the proficiency assessment and will track completion of certification, calibration, and recertification.
- Superintendent/Designee will assign assistant principals and/or district-level administrators who have completed the proficiency assessment to assist in circumstances where an administrator has not completed the proficiency assessment.
- Late hires will complete the Initial Certified Evaluation Training and the Proficiency Observation Training for the district- approved platform within 90 days of employment as possible.

Section XII – Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district completes a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. After year three (3), observers must recertify.

District administrators will work in small groups during the summer months to discuss the full observation process and to review training videos prior to completing observer calibration per state requirements. Additional support will be provided to certified observers with a red or yellow rating.

Certified Employee Evaluation Committee
AnneMarie Landry, Principal, Nichols Elementary School
Kim Ludwig, Teacher, Bullitt Central High School
Carol Milby, Teacher, Bullitt Lick Middle School
Stacey Oliver, Teacher, Roby Elementary School

Katie Stephens, Principal, Bernheim Middle School
Chris Mason, Principal, Bullitt East High School

Facilitator ~ Jennifer Wooley, Director of Human Resources

Employee Conference Summary

Bullitt County Public Schools
Employee Conference Summary

Employee_____   Date_____

School_____   Time_____

Purpose of Meeting

Action Steps/Solution

Next Meeting Date and Time_____

Administrator Signature_____   Date_____

Employee Signature_____   Date_____

Additional Signature_____   Date_____

Additional Signature_____   Date_____

By signing this document, you are acknowledging that you were present at this conference.

Bullitt County Public Schools
Individual Professional Growth Plan for Athletic Directors

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
☐ 1. Planning ☐ 2. Environment ☐ 3. Instruction ☐ 4. Professionalism	
☐ Enrichment Plan ☐ Assistance Plan ☐ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

☐ **A**wareness (knowledge and understanding of the concept)   ☐ **P**reparation (have skills to begin to implement)

☐ **I**mplementation (knowledge of requirements; implementing)   ☐ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   **X** = _____
           Date   Date

Goal/Objective:

Desired Outcome:

_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal

_____ To facilitate the learning of students consistent with challenging content and performance standards

_____ Other (explain):

Activities for Implementation:	Progress Documentation: ☐ Written Reflection ☐ Product ☐ Demonstration ☐ Observation ☐ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, performance standards, and/or professional development plans.	☐ Achieved ☐ Revised/Continued ☐ Corrective Action Plan Date _____	☐ Achieved ☐ Revised/Continued ☐ Corrective Action Plan Date _____	☐ Achieved ☐ Revised ☐ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ initials	_____ initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ initials	_____ initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Athletic Directors
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   **Evaluator**_____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____

☐ **Professional Growth Plan was reviewed.**

Planning	Exemplary	Accomplished	Developing	Ineffective
Complies With Regulations and Rules (KHSAA, Title 9, Budget, Fundraising, Etc.)				
Exhibits Ability to Plan, Manage Time Wisely, and Organize Job Duties and Responsibilities				
Meets Deadlines				
Schedules All Aspects of the Athletic Program (Practices, Games, Officials, and Maintenance of Fields)				

Environment	Exemplary	Accomplished	Developing	Ineffective
Maintains Confidentiality				
Maintains Appropriate Relationships With All Stakeholders				
Utilizes an Effective and Efficient Selection Process in Consultation With the School Council				
Manages the Supervision of Student Athletes in Accordance With Local and State Requirements				
Makes Appropriate Recommendations Relative to Personnel Transfer, Retention, Promotion, and Dismissal				

Instruction	Exemplary	Accomplished	Developing	Ineffective
Incorporates Knowledge of the Social, Cultural, Leadership, and Political Dynamics of the School Community to Cultivate a Positive Learning Environment				
Consistently Models and Collaboratively Promotes High Expectations, Mutual Respect, Concern, and Empathy for Student Athletes, Parents, Staff, and Community				
Uses Shared Decision-Making and Collaboration to Build Relationships With All Stakeholders and Maintain Positive School Morale				
Is Visible, Approachable, and Dedicates Time to Listen to the Concerns of Student Athletes, Teachers, and Other Stakeholders				

Professionalism	Exemplary	Accomplished	Developing	Ineffective
Exhibits Good Attendance				
Reports to Work on Time				
Accepts Direction From Supervisor				
Exhibits Effectiveness Under Stress				
Exhibits the Ability to Make Acceptable Judgements and Decisions				
Provides Effective Leadership for Position				
Utilizes Social Media and Electronic Communication (Texts and Emails) Appropriately				
Exhibits Acceptable Communication with the Public, Parents, Student Athletes, and Other Staff Members				
Disseminates Information to Student Athletes, Parents, Staff, and Other Stakeholders in a Timely Manner Through Multiple Channels and Sources				
Involves Student Athletes, Parents, Staff and Other Stakeholders in a Collaborative Effort to Establish Positive Relationships				
Maintains Visibility and Accessibility to Student Athletes, Parents, Staff, and Other Stakeholders				
Overall Performance				

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

District Level Administrators

Bullitt County Public Schools
Individual Professional Growth Plan for District-Level Administrators

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❑ 1. Planning
❑ 2. Environment
❑ 3. Instruction
❑ 4. Professionalism

❑   Enrichment Plan   ❑   Assistance Plan
❑   Corrective Action Plan

Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   **X** = _____
         Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:

Progress Documentation:
❑ Written Reflection
❑ Product
❑ Demonstration
❑ Observation
❑ Portfolio
Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ initials	_____ initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ initials	_____ initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for District-Level Administrators

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____   Position _____

Evaluator _____   Position _____

School/Work Site _____

Date(s) of Observation(s) _____

Date(s) of Conference(s) _____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. **Planning**				
2. **Environment**				
3. **Instruction**				
4. **Professionalism**				
5. **Overall Performance**				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

Framework for School Counselors and Social Workers

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

With Specialist Frameworks for Other Professionals

School Counselors/ Social Workers

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. *Planning and Preparation*
2. *Classroom Environment/ Environment*
3. *Instruction/ Delivery of Service*
4. *Professional Responsibilities*

Bullitt County Public Schools
Individual Professional Growth Plan for Guidance Counselors

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❏ 1. Planning ❏ 2. Environment ❏ 3. Instruction ❏ 4. Professionalism	
❏ Enrichment Plan ❏ Assistance Plan ❏ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❏ **A**wareness (knowledge and understanding of the concept)   ❏ **P**reparation (have skills to begin to implement)

❏ **I**mplementation (knowledge of requirements; implementing)   ❏ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   **X** = _____
           Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❏ Written Reflection ❏ Product ❏ Demonstration ❏ Observation ❏ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, performance standards, and/or professional development plans.	❏ Achieved ❏ Revised/Continued ❏ Corrective Action Plan Date _____	❏ Achieved ❏ Revised/Continued ❏ Corrective Action Plan Date _____	❏ Achieved ❏ Revised ❏ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Guidance Counselors
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____ Evaluator _____

School _____

Date(s) of Observation(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

❑ Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

Bullitt County Public Schools
Individual Professional Growth Plan for School Social Workers

Name _____   Date _____

Work Site _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   X = _____
        Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, school social worker performance standards, and/or professional development plans. _____ Employee Signature / Date _____ Supervisor Signature / Date	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____ _____ initials _____ initials	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____ _____ initials _____ initials	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended _____ Employee Signature / Date _____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for School Social Workers
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   **Position** _____

Evaluator _____   **School** _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th_____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5 Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

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Evaluator's Comments (may be attached):

Evaluatee signature:_____ **Date:**_____

Evaluator signature:_____ **Date:**_____

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Bullitt County Public Schools
Individual Professional Growth Plan for Supervisor of Social Services

Name _____   Date _____

Work Site _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

⟵------------------A------------------P------------------I------------------R------------------⟶

O = _____   **X** = _____
Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, supervisor social services performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ initials	_____ initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ initials	_____ initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Supervisor of Social Services
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Position _____

Evaluator _____   School _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5 Overall Performance				

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Instructional Coaches

Framework for Instructional Coaches

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

Instructional Specialists

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

.

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for Instructional Specialists (Coaches)

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❏ 1. Planning
❏ 2. Environment
❏ 3. Instruction
❏ 4. Professionalism

❏   Enrichment Plan   ❏   Assistance Plan
❏   Corrective Action Plan

Target Date: _____

Present Stage of Development (Check One)

❏ **A**wareness (knowledge and understanding of the concept)   ❏ **P**reparation (have skills to begin to implement)
❏ **I**mplementation (knowledge of requirements; implementing)   ❏ **R**efinement (refining to increase student performance)

←------------------**A**------------------**P**------------------**I**------------------**R**------------------→

O = _____   **X** = _____
          Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:

Progress Documentation:
❏ Written Reflection
❏ Product
❏ Demonstration
❏ Observation
❏ Portfolio
Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, performance standards, and/or professional development plans.	❏ Achieved ❏ Revised/Continued ❏ Corrective Action Plan Date _____	❏ Achieved ❏ Revised/Continued ❏ Corrective Action Plan Date _____	❏ Achieved ❏ Revised ❏ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Instructional Specialists (Coaches)
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Evaluator _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th_____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

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Library Media Specialists

Framework for Library Media Specialist

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

Library Media Specialist

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

.

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for Library Media Specialists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)

❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------**A**------------------**P**------------------**I**------------------**R**------------------→

O = _____   X = _____

Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Library Media Specialists
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Evaluator _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th_____

☐ Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

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Occupational Therapists

Bullitt County Public Schools
Individual Professional Growth Plan for Occupational Therapists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←-------------------A-------------------P-------------------I-------------------R------------------→

O = _____   **X** = _____
        Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
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_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Occupational Therapists
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Position _____

Evaluator _____   Schools Servicing_____

Date(s) of Observation(s):   1ˢᵗ _____   2ⁿᵈ _____   3ʳᵈ _____   4ᵗʰ _____

❑Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
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Evaluatee's Comments (may be attached):

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Preschool Teachers

Framework for Preschool

[Double click the image below]

Kentucky Preschool Guidance

Teacher Professional Growth and Effectiveness System

Kentucky Department of Education

Framework for Teaching
Preschool Examples

2016

Bullitt County Public Schools
Individual Professional Growth Plan for Preschool Teachers

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)
❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   **X** = _____
Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, teacher performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Preschool Teachers
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th_____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):
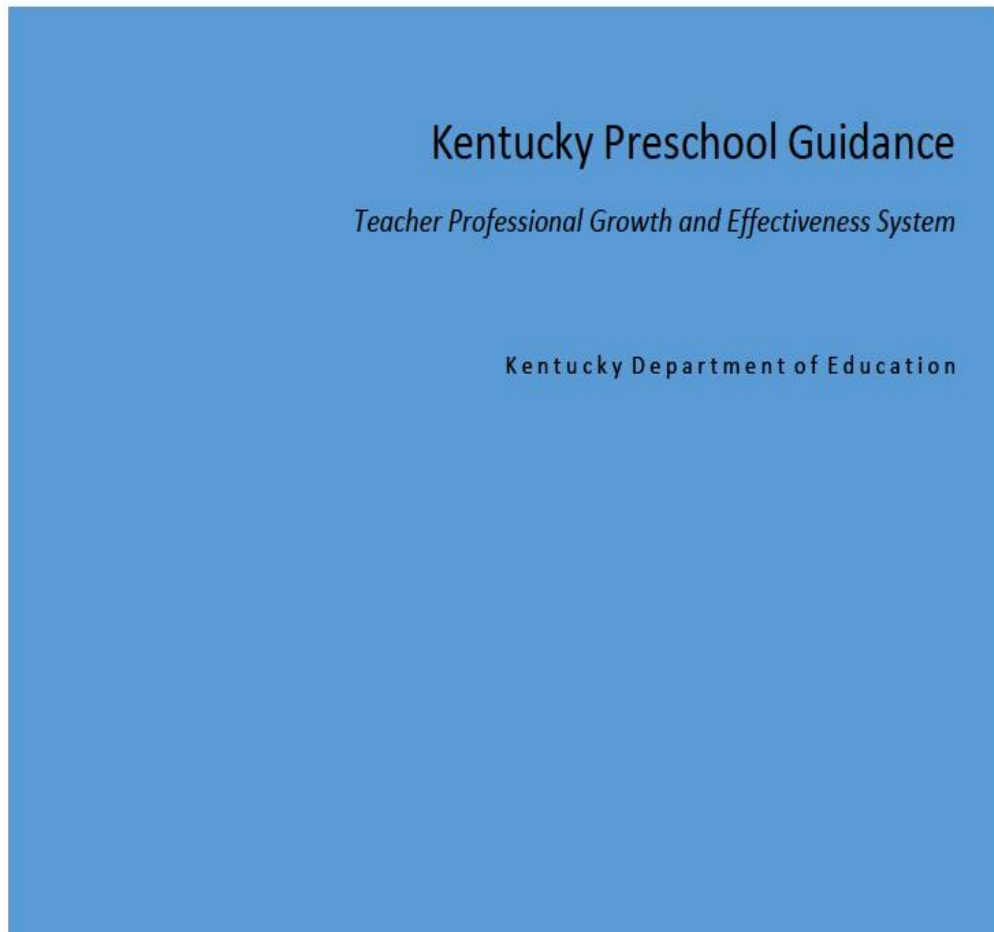

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Principals and Assistant Principals

Kentucky Principal Performance Standards

The Principal Performance Standards are designed to support student achievement. 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. Included in the Performance Standards are Performance Indicators that provide examples of observable behaviors evidencing of each standard. Performance will be rated for each standard according to the four performance levels: **_Ineffective_**, **_Developing_**, **_Accomplished_**, and **_Exemplary_**.

The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

1. <u>Instructional Leadership</u> – 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.
2. <u>School Climate</u> – The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
3. <u>Human Resources Management</u> – The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
4. <u>Organizational Management</u> – The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
5. <u>Communication and Community Relations</u> – The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.
6. <u>Professionalism</u> – The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Principal/Assistant Principal Summary Timeline

By August 1	Superintendent/Designee reviews expectations with Principals
By November 15	Principal/Assistant Principal individually develops Professional Growth Plan and collaboratively develops Working Conditions Goal
By December 30	Superintendent/Designee conducts site visit
By March 31	Completion of TELL Survey, depending on 2 year cycle
By April 30	Superintendent/Designee conducts a Site Visit
By April 30	Summative conference with Principal/Assistant Principal to review Working Conditions Goal and Professional Growth Plan

*Additional Conferences may be held as deemed necessary to monitor PGP process.
*All dates are tentative based on the adjustment of the school calendar.

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 site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Late hires will complete this process within 20 working days of employment.

Self-reflection is meant to improve professional practice through careful consideration of the impact of leadership practice. The principal will complete a Professional Growth Plan and send to his/her Director for review prior to sending to the Superintendent for approval.

Working Conditions Growth Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting, in collaboration with the Superintendent, a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The Working Conditions Growth Goal shall be added to the School Improvement Plan.

- **Steps to Completing the Working Conditions Growth Goal**

  1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.
  2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards.
  3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
  4. The Superintendent/Designee will specify the level to be achieved for Developing, Accomplished, and Exemplary ratings.
  5. Complete an Action Plan outlining the steps the principal will take to accomplish the established goal.
  6. Final evaluation of the Working Conditions Growth Goal will be measured based on a sample survey using identified questions from TELL (3-5).

Site-Visits

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

A pre-conference will be held between the principal and superintendent on the day of the visit prior to the observation. The observation will consist of 60-90 minutes. The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre-conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference. Late hires will merge into the observation schedule based upon hire date.

Site visits shall:
- be applied in a variety of settings
- provide information on a wide range of contributions made by principals
- range from observing how a principal interacts with others to observing programs and shadowing the administrator
- be connected to the Principal Performance Standards

Products of Practice/Other Sources of Evidence

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

Additional evidence provided in support of principal practice may include items from the following list (not a comprehensive list):

- ☐ Faculty Meeting Agendas and Minutes
- ☐ Collaborative Team Agendas and Minutes
- ☐ School-Wide PLC Process Documentation
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Walk-Through Documentation
- ☐ Parent/Community Engagement Surveys
- ☐ Professional Organization Memberships

- ☐ EILA/Professional Learning Experience Documentation
- ☐ Parent/Community Engagement Events Documentation
- ☐ Surveys
- ☐ School Schedules
- ☐ SBDM Minutes
- ☐ Budgets

Framework for Principals and Assistant Principals

Principal 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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Demonstrates knowledge of research-based instructional best practices

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*

1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Ineffective	Developing .	Accomplished _is the expected level of performance_	Exemplary _In addition to meeting the requirements for Accomplished_
The principal **rarely** fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal **inconsistently** fosters the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	**The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.**	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

2.1   Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2   Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3   Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4   Promotes a culture of collaboration, trust and shared leadership.

2.5   Supports the staff through continuous improvement efforts.

2.6   Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.

2.7   In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8   Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.

2.9   In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

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

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in an effective and efficient selection process in consultation with the school council.

3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.

3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.4 Provides a mentoring process for all new and targeted instructional personnel.

3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.

3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.

3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.

3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.

3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

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

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.

4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.

4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.

4.5 Reviews fiscal records regularly to ensure accountability for all funds.

4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.

4.7 Follows state and local policies with regard to finances, school accountability, and reporting.

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

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

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

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive, optimistic, and straight-forward attitude.

6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.

6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.

6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

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

Bullitt County Public Schools
Individual Professional Growth Plan for Principals and Assistant Principals

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❑ 1. Planning
❑ 2. Environment
❑ 3. Instruction
❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   X = _____
Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, administrator performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ initials	_____ initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ initials	_____ initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Principals and Assistant Principals
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School_____

Date(s) of Pre-Observation(s):   1st _____   2nd _____

Date(s) of Observation(s):   1st _____   2nd _____

Date(s) of Conference(s):   1st _____   2nd _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

School Psychologists

Framework for School Psychologists

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

School Psychologists

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/Environment
3. Instruction/Delivery of Service
4. Professional Responsibilities

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Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for School Psychologists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
☐ 1. Planning ☐ 2. Environment ☐ 3. Instruction ☐ 4. Professionalism	
☐ Enrichment Plan ☐ Assistance Plan ☐ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

☐ **A**wareness (knowledge and understanding of the concept)   ☐ **P**reparation (have skills to begin to implement)

☐ **I**mplementation (knowledge of requirements; implementing)   ☐ **R**efinement (refining to increase student performance)

←------------------**A**------------------**P**------------------**I**------------------**R**------------------→

O = _____   **X** = _____
          Date   Date

Goal/Objective:

Desired Outcome:

_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal

_____ To facilitate the learning of students consistent with challenging content and performance standards

_____ Other (explain):

Activities for Implementation:	Progress Documentation: ☐ Written Reflection ☐ Product ☐ Demonstration ☐ Observation ☐ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, school psychologist performance standards, and/or professional development plans.	☐ Achieved ☐ Revised/Continued ☐ Corrective Action Plan Date _____	☐ Achieved ☐ Revised/Continued ☐ Corrective Action Plan Date _____	☐ Achieved ☐ Revised ☐ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for School Psychologists

(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Position _____

Evaluator _____   School _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

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Therapeutic Specialists

Framework for Therapeutic Specialists

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

Therapeutic Specialists

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for Speech Language Pathologists (Therapeutic Specialists)

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)

❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A-------------------P-------------------I-------------------R------------------→

O = _____   **X** = _____
                    Date   Date

Goal/Objective:

Desired Outcome:

_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal

_____ To facilitate the learning of students consistent with challenging content and performance standards

_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ Initials	_____ Initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials	_____ Initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Speech Language Pathologists (Therapeutic Specialists)
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____ Evaluator _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th_____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. **Planning**				
2. **Environment**				
3. **Instruction**				
4. **Professionalism**				
5. **Overall Performance**				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

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Teachers

Framework for Teachers

[Double click the image below]

FRAMEWORK FOR TEACHING

Charlotte Danielson

(adapted for Kentucky Department of Education)

November 2017

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.

Bullitt County Public Schools
Individual Professional Growth Plan for Teachers

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)

❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   **X** = _____
                    Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, teacher performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ initials	_____ initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ initials	_____ initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Certified School Personnel Mid-Year Report

To be completed for all non-tenured teachers and teachers new to the district.
To be submitted at the end of the first semester.

_____ **at this date is**:
(Certified Employee Name)

Progressing Satisfactorily	
Needs Assistance **(An Assistance Plan may be developed.)**	
Progressing unsatisfactorily **(A Corrective Action Plan shall be developed.)**	

_____   _____
Evaluator   **Evaluatee**

_____
Date

Comments:

Bullitt County Public Schools
Summative Evaluation for Teachers
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

Bullitt County Public Schools
Formative Observation Instrument – Other Teachers (Family Liaison, Home-Hospital, Etc.)

<u>**Standard 1:**</u>

<u>**Demonstrates Applied Content Knowledge**</u>
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

<u>**Performance Criteria:**</u>
The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
1.1 Communicates concepts, processes, and knowledge.		
Accurately and effectively communicates an **in-depth** understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	
1.2 Connects content to life experiences of student.		
Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.	Effectively connects **most** content, procedures, and activities with relevant life experiences of students.	
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.		
Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	
1.4 Guides students to understand content from various perspectives.		
Regularly guides students to understand content from appropriate diverse, mulicultural, or global perspectives.	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	
1.5 Identifies and addresses students' misconceptions of content.		
Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.	Identifies misconceptions related to content and addresses them during planning and instruction.	

Standard 2:

Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria

The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
2.1 Develops significant objectives aligned with standards.		
Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.	States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	
2.2 Uses contextual data to design instruction relevant to students.		
Plans and designs instruction that is based on significant contextual and pre-assessment data.	Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	
2.3 Plans assessments to guide instruction and measure learning objectives.		
Develops well-designed assessments that align with learning objectives, guide instructions, and measure learning results.	Prepares assessments that measure student performance on each objective and help guide teaching.	
2.4 Plans instructional strategies and activities that address learning objectives for all students.		
Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.	Aligns instructional strategies and activities with learning objectives for all students.	
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.		
Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.	Plans instructional strategies that include several levels of learning that require higher order thinking.	

Standard 3:

Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
3.1 Communicates high expectations.		
Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	
3.2 Establishes a positive learning environment.		
Maintains a fair, respectful, and productive classroom environment conducive to learning.	Establishes clear standards of conduct, shows awareness of students behavior, and responds in ways that are both appropriate and respectful of students.	
3.3 Values and supports student diversity and addresses individual needs.		
Consistently uses appropriate and responsive instructional strategies that address the needs of all students.	Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	
3.4 Fosters mutual respect between teacher and students and among students.		
Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.	Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	
3.5 Provides a safe environment for learning.		
Maintains a classroom environment that is both emotionally and physically safe for all students.	Creates a classroom environment that is both emotionally and physically safe for all students.	

<u>**Standard 4:**</u>

<u>**Implements and Manages Instruction**</u>
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<u>**Performance Criteria:**</u>
The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.		
Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	
4.2 Implements instruction based on diverse student needs and assessment data.		
Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.	Implements instruction based on contextual information and assessment data.	
4.3 Uses time effectively.		
Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.	Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	
4.4 Uses space and materials effectively.		
Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.	Uses classroom space and materials effectively to facilitate student learning.	
4.5 Implements and manages instruction in ways that facilitate higher order thinking.		
Consistently uses a variety of appropriate strategies to facilitate higer-order thinking.	Instruction provides opportunity to promote higher-order thinking.	

Standard 5:

Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
5.1 Uses pre-assessments.		
Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	
5.2 Uses formative assessments.		
Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.	Uses a variety of formative assessments to determine each students' progress and guide instruction.	
5.3 Uses summative assessments.		
Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.	Uses a variety of summative assessments to measure student achievement.	
5.4 Describes, analyzes, and evaluates student performance data.		
Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	
5.5 Communicates learning results to students and parents.		
Clearly communicates to students and parents in a timely manner the evidence of student performance and reccomends future actions.	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	
5.6 Allows opportunity for student self-assessment.		
Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.	Promotes opportunities for students to engage in accurate self-assessment of learning.	

Standard 6:

Demonstrates the implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
6.1 Uses available technology to design and plan instruction.		
Uses appropriate technology to design and plan instruction that supports and extends learning of all students.	Uses technology to design and plan instruction.	
6.2 Uses available technology to implement instruction that facilitates student learning.		
Designs and implements research-based, technology-infused instructional strategies to support learning of all students.	Uses technology to implement instruction that facilitates student learning.	
6.3 Integrates student use of available technology into instruction.		
Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	
6.4 Uses available technology to assess and communicate student learning.		
Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.	Uses technology to assess and communicate student learning.	
6.5 Demonstrates ethical and legal use of technology.		
Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.	Ensures that personal use and student use of technology are ethical and legal.	

Standard 7:

Reflects and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
7.1 Uses data to reflect on and evaluate student learning.		
Uses formative and summative performance data to determine the learning needs of all students.	Reflects on and accurately evaluates student learning using appropriate data.	
7.2 Uses data to reflect on and evaluate instructional practice.		
Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.	Reflects on and accurately evaluates instructional practice using appropriate data.	
7.3 Uses data to reflect on and identify areas for professional growth.		
Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.	Identifies areas for professional growth using appropriate data.	

Standard 8:

Collaborates With Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
8.1 Identifies students whose learning could be enhanced by collaboration.		
Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	
8.2 Enhances student learning by including all parties in the collaborative effort.		
Involves colleagues, parents, and others in a collaborative effort to enhance student learning.	Enhances student learning that includes all parties in a collaborative effort.	
8.3 Implements activities that enhance student learning and engage all parties.		
Explains how the collaboration to enhance student learning has been implemented.	Implements activities that enhance student learning and engage all parties.	
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.		
Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.	Analyzes student learning data to evaluate the outcome of collaboration and identify next steps.	
8.5 Maintains professional performance/behavior.		
Maintains professionalism in the school community.		

Standard 9:

Evaluates Teaching and Implements Professional Development
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performance Criteria:
The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
9.1 Self assesses performance relative to Kentucky's Teacher Standards.		
Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performances on all the Kentucky Teacher Standards.	
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.		
Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
9.3 Designs a professional growth plan that addresses identified priorities.		
Design a clear, logical professional growth plan that addresses all priority areas.	Design a clear, logical professional growth plan that addresses all priority areas.	
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.		
Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	

Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and wellbeing.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		Focus Areas
Advanced-Level Performance	**Initial-Level Performance**	
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.		
Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgement.	Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	
10.2 Performs responsibilities relating to assignment including, attendance and punctuality.		
10.3 Performs duties consistent with school, community goals, and administrative regulations.		
10.4 Adheres to professional code of ethics.		

Bullitt County Public Schools
Individual Professional Growth Plan for Other Teachers (Family Liaison, Home-Hospital, Etc.)

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)
❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←-----------------A-----------------P-----------------I-----------------R----------------→

O = _____   X = _____
             Date   Date

Goal/Objective:

Desired Outcome:
_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal
_____ To facilitate the learning of students consistent with challenging content and performance standards
_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, teacher performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date	_____ initials	_____ initials	_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ initials	_____ initials	_____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Other Teachers (Family Liaison, Home-Hospital, Etc.)
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School _____

Date(s) of Pre-Observation(s): 1st _____   2nd _____   3rd _____   4th _____
Date(s) of Observation(s): 1st _____   2nd _____   3rd _____   4th _____
Date(s) of Conference(s): 1st _____   2nd _____   3rd _____   4th _____

❑ Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

Technology Integration Specialists

Bullitt County Public Schools
Formative Observation Instrument - Technology Integration Specialists

Standard 1:
Professional Leadership and Vision

The Integration Specialist inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conductive to the realization of the vision.

Performance Criteria:

The extent to which the technology specialist:

Advanced-Level Performance
1.1 - Participates in the shared development by all stakeholders of a vision for technology use and widely communicates that vision.
1.2 - Assists in the process to develop, implement, and monitor a dynamic, long-range, and systematic technology plan to achieve the vision.
1.3 - Participates in professional organizations and activities.
1.4 - Writes and speaks effectively.
1.5 - Promotes responsible risk-taking and continuous innovation with technology.
1.6 - Advocates for research-based effective practices in use of technology.
1.7 - Advocates on the state and national levels for policies, and funding opportunities that support implementation of the district technology plan.
1.8 - Initiates and develops educational projects and programs.
1.9 - Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
1.10 - Establishes a pattern of dependability including punctuality and regular attendance.
1.11 - Adherence to the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
1.12 - Replicates and shares successes with other educators in the school district through conferences, meetings, and district-wide professional development seminars in Technology Integration.
1.13 - Follows the school, district, and community policies, procedures, and regulations and support the missions, goals, objectives, and continuous improvement of the school.

Standard 2:
Teaching and Learning
The Integration Specialist ensures that curricular design, instructional strategies, and learning environments integrate technologies to maximize learning and teaching.

Performance Criteria:
The extent to which the technology specialist:

Advanced-Level Performance
2.1 - Identifies, uses, evaluates, and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
2.2 - Facilities and supports collaborative technology-enriched learning environments conducive to innovation for improved learning.
2.3 - Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
2.4 - Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the student's ability levels and learning styles.
2.5 - Connects content knowledge to real-world applications.
2.6 - Provides for learner-centered environments that use technology to meet the individual and diverse needs of learners.
2.7 - Facilitates the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision making, and problem solving skills.
2.8 - Plans and provides opportunities for the faculty and staff to take advantage of quality professional learning opportunities for improved learning and teaching with technology.

Standard 3:
Assessment and Evaluation
The Integration Specialist uses technology to plan and facilitate a variety of effective assessment and evaluation strategies.

Performance Criteria:
The extent to which the technology specialist:

Advanced-Level Performance
3.1 - Uses multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
3.2 - Uses technology to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning.
3.3 - Assesses staff knowledge, skills, and performance in using technology and uses results to facilitate quality professional development.
3.4 - Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4:
Productivity and Professional Practice
The Integration Specialist applies technology to enhance his/her professional practice and to increase his/her own productivity and that of others.

Performance Criteria:
The extent to which the technology specialist:

Advanced-Level Performance
4.1 - Models the routine, intentional, and effective use of technology.
4.2 - Uses technology to communicate and collaborate with colleagues, staff, parents, students, and the larger community in order to nurture student learning.
4.3 - Creates and participates in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
4.4 - Engages in sustained, job-related professional learning using technology resources.
4.5 - Locates and organizes materials and equipment to create an enriched multimedia environment.
4.6 - Maintains awareness of emerging technologies and their potential uses in education.
4.7 - Uses technology to advance organizational improvement.
4.8 - Establishes priorities for professional growth.
4.9 - Solicits input from others in the creation of individual professional development plans.
4.10 - Applies to instruction the knowledge, skills, and processes acquired through professional development.

Standard 5:
Social, Legal, and Ethical Issues
The Integration Specialist understands the social, legal, and ethical issues related to technology and models responsible decision making related to those issues.

Performance Criteria:
The extent to which the technology specialist:

Advanced-Level Performance
5.1 - Ensures equity of access to technology resources that enable and empower all learners and educators.
5.2 - Identifies, communicates, models, and enforces social, legal, and ethical practices to promote responsible use of technology.
5.3 - Promotes and enforces environmentally safe and healthy practices in the use of technology.
5.4 - Promotes and enforces privacy, security, and online safety related to the use of technology.
5.5 - Identifies and applies technology resources that enable learners with diverse backgrounds, characteristics, and abilities.
5.6 - Makes effective use of media and technologies.

Standard 6:

Support, Operations, and Concepts

The Integration Specialist ensures the integration of technology to support productive systems for learning and administration.

Performance Criteria:

The extent to which the technology specialist:

Advanced-Level Performance
6.1 - Assists in developing, implementing, and monitoring policies and guidelines to ensure compatibility of technologies.
6.2 - Provides guidance in implementing procedures to drive continuous improvement of technology systems and to support technology replacement cycles.
6.3 - Demonstrates knowledge, skills, and understanding of concepts related to technology.
6.4 - Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
6.5 - Identifies and locates technology resources, evaluates them for accuracy, and provides them to faculty and staff.

Standard 7:

Reflects / Evaluates Teaching / Learning

The Integration Specialist reflects on and evaluates teaching/learning.

Performance Criteria:

The extent to which the technology specialist:

Advanced-Level Performance
7.1 - Assesses and analyzes the effectiveness of instruction.
7.2 - Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
7.3 - Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8:
Collaborates with Colleagues / Parents / Others
The Integration Specialist collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, becomes responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:
The extent to which the technology specialist:

Advanced-Level Performance
8.1 - *Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.*
8.2 - *Discusses with colleagues the purpose and scope of the collaborative effort.*
8.3 - *Articulates expectations for each collaborative event, e.g., time lines and responsibilities.*
8.4 - *Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.*
8.5 - *Secures and makes use of school and community resources that present differing viewpoints.*
8.6 - *Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.*
8.7 - *Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional integration projects.*
8.8 - *Analyzes previous collaborative experiences to improve future experiences.*

Standard 9:
Demonstrates Implementation of Technology
The Integration Specialist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria:
The extent to which the technology specialist:

Advanced-Level Performance
9.1 - Operates a multimedia computer and peripherals to install and use a variety of software.
9.2 - Uses terminology related to computers and technology appropriately in written and verbal communication.
9.3 - Demonstrates knowledge of the use of technology in business, industry, and society.
9.4 - Demonstrates basic knowledge of computer / peripheral parts and attends to simple connections and installations.
9.5 - Creates multimedia presentations using scanners, digital cameras, and video cameras.
9.6 - Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
9.7 - Use computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
9.8 - Requests and uses appropriate assistive and adaptive devices for students with special needs.
9.9 - Designs lessons that use technology to address diverse student needs and learning styles.
9.10 - Practices equitable and legal use of computers and technology in professional activities.
9.11 - Facilitates the lifelong learning of self and others through the use of technology.
9.12 - Explores, uses, and evaluates technology resources: software, applications, and related documentation.
9.13 - Applies research-based instructional practices that use computers and other technology.
9.14 - Use computers and other technology for individual, small group, and large group learning activities.
9.15 - Uses technology to support multiple assessments of student learning.
9.16 - Instructs and supervises students in the ethical and legal use of technology.

Bullitt County Public Schools
Individual Professional Growth Plan for Technology Integration Specialists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)	
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism	
❑ Enrichment Plan ❑ Assistance Plan ❑ Corrective Action Plan	Target Date: _____

Present Stage of Development (Check One)

❑ **A**wareness (knowledge and understanding of the concept)   ❑ **P**reparation (have skills to begin to implement)

❑ **I**mplementation (knowledge of requirements; implementing)   ❑ **R**efinement (refining to increase student performance)

←------------------A------------------P------------------I------------------R------------------→

O = _____   X = _____

Date   Date

Goal/Objective:

Desired Outcome:

_____ To acquire & apply knowledge understanding, skills, and abilities to achieve stated goal

_____ To facilitate the learning of students consistent with challenging content and performance standards

_____ Other (explain):

Activities for Implementation:	Progress Documentation: ❑ Written Reflection ❑ Product ❑ Demonstration ❑ Observation ❑ Portfolio Explanation:

Comments:

Plan Developed	Review Year 1	Review Year 2	Final Status
This professional growth plan supports school improvement plans, technology integration specialist performance standards, and/or professional development plans.	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised/Continued ❑ Corrective Action Plan Date _____	❑ Achieved ❑ Revised ❑ Corrective Action Team Recommended
_____ Employee Signature / Date _____ Supervisor Signature / Date	_____ initials _____ initials	_____ initials _____ initials	_____ Employee Signature / Date _____ Supervisor Signature / Date

Additional comments should be attached   Page _____ of _____

Bullitt County Public Schools
Summative Evaluation for Technology Integration Specialists
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Location _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

☐ **Professional Growth Plan was reviewed**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

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