**Dawson Springs**

**Independent School District**

**Certified Evaluation Plan**

**For**

**Teachers & Other Professionals**

 ****

**2019-2020**

**DAWSON SPRINGS INDEPEMENT SCHOOLS**

**EVAULATION PLAN FOR TEACHERS AND OTHER PROFESSIONALS**

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Dawson Springs Independent Schools

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 **EVALUATION PLAN DEVELOPMENT**

**COMMITTEE MEMBERS**

**AND THEIR POSITION TITLES**

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**Katie Griffin, Teacher**

**Wayne Simpson, Teacher**

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**Laura James, Elementary Assistant Principal**

**Todd Marshall, Jr/Sr. High School Principal**

**Jennifer Ward, Elementary School Principal**

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**Teachers and Other Professionals Evaluation Process**

**Includes, but not limited to:**

**Classroom Instructors, Special Education Instructors, Interventionists, Child Guidance Specialists, Guidance Counselors, Instructional Specialists/Coaches, Library Media Specialists, Social Workers, Speech Therapists, and Non-Administrative District Personnel**

**Evaluation Plan Vision:**

The vision for Certified Evaluation Plan is to have every student taught by effective certified staff. The goal is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth.

**Roles and Definitions**

1. **Calendar Days:** All days of the calendar, including weekends, holidays, etc…
2. **Certified Administrator:**  A certified school personnel who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified School Personnel:**A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
4. **Conference:**A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee’s accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
5. **Corrective Action Plan:** Aplan for improvement up to twelve months in duration for:
	1. Teachers and other professionals who are rated ineffective as their summative rating.
	2. Principals, Other Building-Level and District-Level Administrators who are rated ineffective as their summative rating.
6. **District-Level Administrator**: Certified Administrators in roles at the district level that could include School Chiefs or district-level Directors.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evidence:** Sources of information gathered and documented.
10. **Formative Evaluation:**Is defined by KRS 156.557(1)(a).
11. **Full Observation:** An observation conducted by a certified observer for the length of a full class period or full lesson.
12. **Instructional Days:** School day when students are present.
13. **Job Category:** A group or class of certified school personnel positions with closely related functions.
14. **Mini Observation:** An observation or site visit conducted by a certified observer for 20-30 minutes in length.
15. **Observation/Work Site Visit:**A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
16. **Observer Calibration Training:** A process of ensuring that certified school personnel who serve as observers of evaluates have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
17. **Observer Initial Evaluation Training and Testing:** A required KDE approved training for new evaluators to ensure that certified school personnel who serve as observers of evaluates have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
18. **Other Professionals:**Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by EPSB pursuant to Title 16 KAR.
19. **Peer observation:**The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
20. **Performance Criteria:**The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).
21. **Performance Measure:**One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
22. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified plan.  **Ratings include exemplary, accomplished, developing, and ineffective**.
23. **Principal:**A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
24. **Professional Growth Plan:** An individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
25. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
26. **Summative Evaluation:**Is defined by KRS 156.557(1)(d).
27. **Summative Rating:**  The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
28. **Teacher:**A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
29. **Working Days:** A day in the established employee work calendar. Students may or may not be present.

**For Additional Definitions and Roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System**

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the domains of:

**Performance Measures: Framework for Teaching/Specialist Frameworks for Other Professionals**

Planning

Environment

Instruction

Professionalism

When certified staff fall under multiple frameworks, the evaluator will determine evaluatee’s framework within the first 30 days of employment. Best practice for determining the evaluatee’s framework would include discussion with the evaluatee.

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

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Evaluators must use the following categories of evidence in determining overall ratings:

**REQUIRED Sources of Evidence**

- Self-Reflection

- Professional Growth Plan

- Observation(s)/worksite visit(s)

**OPTIONAL Sources of Evidence (found on page 12 of this Certified Evaluation plan)**

* Other Measures of Student Learning
* Products of Practice
* Other Sources

**SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FRAMEWORK for TEACHING (FfT)** | **Domain** | **Planning**  | **Environment** | **Instruction** | **Professionalism**  |
| **Component** | **1a -Knowledge of Content/Pedagogy** | **1b-Demonstrate Knowledge of Students** | **1c- Setting Instructional Outcomes** | **1d-Demonstrates Knowledge of Resources** | **1e-Designing Coherent Instruction** | **1f- Designing Student Assessment** | **2a-Creating Env. of Respect & Rapport** | **2b-Establish Culture of Learning** | **2c-Maintaining Classroom Procedures** | **2d-Managing Student Behavior** | **2e-Organizing Physical Space** | **3a-Communicating with Students** | **3b-Questioning & Discussion Techniques** | **3c-Engaging Students in Learning** | **3d-Using Assessment in Learning** | **3e-Demonstrating Flexibility & Responsiveness** | **4a-Reflecting on Teaching** | **4b-Maintaining Accurate Records** | **4c-Communicating with Families** | **4d-Participating in Profess. Learning Comm.** | **4e-Growing & Developing Professionally** | **4f-Showing Professionalism** |
| **SOURCES OF EVIDENCE**  **to Inform**  **Professional Growth ProfessionalGrowthGGGGrowthGPractice** | **Evaluator Observation** | **Evidence****Pre-Conference**  **Daily Practice** | **Observation**  | **Evidence****Pre/Post Conference**  **Daily Practice** |
| **Self-Reflection**  |  **Self-Reflection & Professional Growth Plan** |
| **Professional Growth** |

Table 1: Sources of Evidence/Framework for teaching alignment

Note: Other sources of evidence may be required by evaluators.

**Sources of Evidence**

**Self-Reflection and Professional Growth Plan**

All teachers and other professionals participate in Self-Reflection and the Professional Growth Plan each year. Self-reflection should occur prior to initial Professional Growth Plan development. The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals that will drive the focus of professional growth activities, support, and on-going reflection. Reflective practices and professional growth planning are continuous processes. The certified staff (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

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**Certified Evaluation Implementation Timeline for Teachers and Other Professionals**

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| --- | --- |
| **Timeline** | **Action** |
| **First 30 calendar days of reporting for employment** | **Evaluation Criteria and process shall be explained by the Evaluators** |
| **First 60 Days instructional days** | **Evaluatee reflects on his/her current growth needs and collaborates with the Evaluator to complete the initial self-reflection and to develop the PGP. Evaluator must approve these within the first 60 instructional days.** |
| **Fall Semester** | **Evaluator will do observations with pre/post conferences** |
| **Mid-Year Review (recommended)****(November-January)** | **Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.** |
| **Spring Semester** | **Evaluatee continues growth plan implementation and ongoing self-reflection. Evaluator completes observations with pre/post conferences.** |
| **By April 15 (non-tenured) /May 15****(tenured) / June 15 (Counselors)** | **Evaluators and evaluates complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.** |

**Observation/Worksite Visit**

The observation/worksite visit process is one source of evidence to determine effectiveness of professional practice. The supervisor observation/worksite visit will provide *documentation* and *feedback* to measure effectiveness***. Only the supervisor observation will be used to inform a summative rating.*** The rationale for observation is to encourage continued professional growth through critical reflection.

**Observation/Worksite Visit Model**

|  |
| --- |
| **Tenured Certified Staff (3 observations minimum in the 3 year cycle)****All observations must be completed by April 30th** |
| **Formative – Year 1** |
| **Observation Type** | **Frequency** | **Observer** | **Timeline** |
| Mini Observation (20-30 minutes) | Minimum of 1 time | Administrator | After the evaluation training and prior to April 30th |
|  **Formative – Year 2** |  |
| Mini Observation (20-30 minutes) | Minimum of 1 time | Administrator | After the evaluation training and prior to April 30th |
| **Summative – Year 3** |
| Full Observation (Class period or lesson) | Minimum of 1 time in the Summative year | Administrator | Prior to April 30th |

|  |
| --- |
| **Non-Tenured Certified Staff (2 observations minimum EACH year)****All observations must be completed by March 31st** |
| **Observation Type** | **Frequency** | **Observer** | **Timeline** |
| Full Observation (class period or lesson) | Minimum of 2 per year | Administration | One must be conducted after the evaluation training and prior to winter break. The second one must be conducted between the first day of the second semester and March 31st |

**Timeline for Late Hires**

Employees hired after the first instructional day during the first semester shall complete all components of the observation schedule. Employees hired during the second semester shall receive, at a minimum, one full observation. \*\*\***Instructional Calendar Changes (i.e. snow day)-** Timelines may need to be adjusted if the instructional calendar is changed.

**Observation Conferences**

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

1. Pre-observation conferences are encouraged, but not required and shall occur within five (5) instructional days of the observation. When conducting a pre-observation conference the conference must occur prior to the observation and may be conducted electronically, by phone, or in person.
2. Pre-observation conferences are required for full observations and shall be conducted electronically, by phone, or in person within five (5) instructional days of the observation. The timeline for pre-observation conferences shall be established by the teacher and observer and will occur prior to the observation.
3. Post-observation conferences are required for partial and full observations and shall occur within five (5) working days from the date of the observation. Post-observation conferences for full observations shall occur in person. Post-observation conferences for partial observations by the supervisor and peer may be conducted electronically, by phone, or in person.
4. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

**Observer Initial Evaluation Training and Testing/Observer Calibration Training**

All new administrators serving as evaluators of certified personnel are required to complete the KDE approved initial certified evaluation training and testing conducted by the Kentucky Association of School Administrators and The Center for Education Leadership before completing the summative process. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA-approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

Only supervisors who have completed the district-determined observation training can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:

* A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
* Additional trainings will be provided by district personnel as needed.
* Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

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

Products of practice include Observations by the evaluator, Self-Reflection, Professional Growth Plan, and other sources of evidence. Teachers and Other Professionals shall provide evidence to support their professional practice.

**Other sources of Evidence**

* Walk-throughs/feedback
* Program review evidence
* Curriculum units
* Lesson plans
* Communication logs
* Minutes from PLCs
* Teacher reflections and/or self-reflections
* Teacher interviews
* Teacher committee or team contributions
* Parent engagement surveys
* Records of student and /or teacher attendance
* Video lessons
* Letters/memos of performance both outstanding or needs improvement
* Action research
* Engagement in professional organizations
* Performance based measures with rubrics
* Formative and/or summative test data
* Student data records
* Student work
* Student formative course evaluations/feedback
* Student summative course evaluations/feedback
* Teacher feedback to students
* Trend data
* Community engagement
* Other sources of evidence agreed upon by the evaluatee & evaluator

**Determining the Overall Rating for Summative Evaluation**

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

Principals and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to Performance Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.



**PERFORMANCE MEASURE RATINGS**

PLANNING: [I,D,A,E]

**EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS**

**PROFESSIONAL JUDGMENT**

INSTRUCTION: [I,D,A,E]

ENVIRONMENT: [I,D,A,E]

PROFESSIONALISM: [I,D,A,E]

**Performance Measures to Determine Ratings**

Four performance measures along with other evidence and professional judgement are used for each component within the domains of the Framework to determine a performance measure.

The four performance measures are as follows:

|  |  |
| --- | --- |
| **Performance Ratings** | **Performance Rating Criteria Description** |
| Ineffective | Consistently fails to meet expectations for effective performance |
| Developing | Inconsistently meets expectations for effective performance |
| Accomplished | Consistently meets expectations for effective performance |
| Exemplary | Consistently exceeds expectations for effective performance |

**Summative Evaluation**

1. The summative evaluation conference and documentation shall be completed in the district electronic platform by April 15th for one-year cycle process and by May 1st for three-year cycle process.
2. The observation results from mini and full observations for teachers and observations or site visits for other professionals. Other evidence in the cycle will be reviewed to assign an Overall Performance rating for: Planning, Environment, Instruction, and Professionalism. Then the *Criteria for Determining Overall Performance Measure for a Summative Rating* will be applied to determine the overall summative rating.
3. All evaluatees shall be provided a copy of the summative form through electronic access or a hard copy.
4. A hard copy shall be signed and dated by both the evaluator and evaluatee and submitted to the district for the evaluatee’s personnel file.
5. In addition to the appropriate KTIP forms, KTIP interns shall receive performance measures on the district’s summative evaluation document in the summative conference.

**Criteria for Determining the Performance Measure for the Summative Rating**

 TABLE 7: CRITERIA FOR DETERMINING THE PERFORMANCE MEASURE FOR THE SUMMATIVE RATING

|  |
| --- |
|  |
| **If…** | **Then…** |
|  Environment AND Instruction are rated INEFFECTIVE | The Summative Rating shall be INEFFECTIVE |
| Environment OR Instruction are rated INEFFECTIVE | The Summative Rating shall be DEVELOPING OR INEFFECTIVE |
| Planning OR Professionalism are rated INEFFECTIVE | The Summative Rating shall NOT be EXEMPLARY |
| Two Performance Measures are rated DEVELOPING AND two are rated ACCOMPLISHED | The Summative Rating shall be ACCOMPLISHED |
| Two Performance Measures are rated DEVELOPING AND two are rated EXEMPLARY | The Summative Rating shall be ACCOMPLISHED |
| Two Domains are rated ACCOMPLISHED AND two Domains are rated EXEMPLARY with one of those being Environment or Instruction | The Summative Rating shall be EXEMPLARY |

\*\* An Ineffective Rating indicates a Corrective Action Plan for professional growth is required

**Principals’, Other Building-Level Administrators’, and District-Level Administrators” Evaluation Process**

**Evaluation Plan Vision – Principals, Other Building-Level Administrators, and District-Level Administrators**

The vision for the Certified Evaluation Plan for Principals, Other Building-Level Administrators, and District-Level Administrators is to have every school and our district led by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

**Performance Measures and the Kentucky Principal Standards**

**Performance Measure Kentucky Principal Standard(s)**

Planning Human Resources Management; Organizational Management

Environment School Climate; Communication and Community Relations

Instruction Instructional Leadership

Professionalism Professionalism

**Sources of Evidence Framework for Principals, Other Building-Level Administrators, and District-Level Administrators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Kentucky Principal Standards | Performance Measure: Planning | Performance Measure: Environment | Performance Measure: Instruction | Performance Measure: Professionalism |
| Human Resources Management  | Organizational Management | School Climate | Communication and Community Relations | Instructional Leadership | Professionalism |
|

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

 | ***The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.***  | ***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 fosters the success of all students by communicating and collaborating effectively with stakeholders.***  | ***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 fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession****.*  |
| **Sources of Evidence** | **Self-Reflection** | Human Resources Management | Organizational Management | School Climate | Communication and Community Relations | Instructional Leadership | Professionalism |
| **Professional Growth** | Professional Growth Plan |
| **Site Visits/Conferences** | Observation; District Identified Evidence (conferences) | Observation | District-Identified Evidence (conferences) |

**Sources of Evidence**

**Self-Reflection and Professional Growth Plan**

All principals, assistant principals and other building level administrators will participate in self-reflection and in developing a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will be developed within the first 90 work days and address realistic, focused, and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need. 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.

**Site-Visits for Principals (formal site visits are not required for Other Building-Level Administrators)**

Site visits are a method by which the superintendent/designee may gain insight into the administrator’s practice in relation to the standards. During a site visit, the superintendent or designee will discuss various aspects of the job with the administrator, and will use the administrator’s responses to determine issues to explore further with the faculty and staff. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

**Certified Evaluation Implementation Timeline for Principals, Other Building-Level, and District-Level Administrators:**

|  |  |
| --- | --- |
| **Timeline** | **Action** |
|

|  |
| --- |
| **First 30 calendar days of reporting for employment**  |

 | **Evaluation criteria and process shall be explained by the Evaluator.**  |
| **First 90 work days**  | **Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan.**  |
| **Fall semester**  | **For Principals, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Principal performance standards will be reviewed.** **For Other Building-Level Administrators**, **no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.** **For District-Level Administrators, the Evaluator must complete a minimum of one site visit EITHER in the Fall OR Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.**  |
| **Mid-Year Review (*recommended*)** **(November-January)**  | **Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.**  |
| **Spring Semester**  | **For Principals, the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.** **For Other Building-Level Administrators**, **no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.** **For District-Level Administrators, the Evaluator must complete a minimum of one site visit EITHER in the Fall OR Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.**  |
| **By June 15**  | **Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.**  |

\***Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days)** - Administrators must have a minimum of one site visit. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

**\*\*Instructional Calendar Changes (i.e. snow day)** - Timelines may need to be adjusted if the instructional calendar is changed.

**REQUIRED** Sources of evidence evaluators must use in determining summative ratings:

* Self-Reflection
* Professional Growth Plan
* Site-Visits and/or Conferences

**Optional** sources of evidence evaluators may use in determining summative ratings:

* Other Measures of Student Learning
* Products of Practice
* Surveys
* School Score Card
* Other Sources

**Other OPTIONAL Sources of Evidence**

Principals, Other Building-Level Administrators, and District-Level Administrators may provide additional evidence to support assessment of their ratings in the four Performance Measures. This evidence should yield information related to the principal’s, other building-level administrator’s, or district-level administrator’s practice as it relates to the Kentucky Principal standards found within the four Performance Measures.

* Other sources of evidence may include
	+ Agenda and/or Minutes from:
		- SBDM Meetings
		- Faculty Meetings
		- Department/Grade Level Meetings
		- PLC Meetings
		- Leadership Team Meetings
	+ Instructional Round/Walkthrough documentation
	+ Budgets
	+ EILA/Professional Learning Experience documentation
	+ Stakeholder Surveys (Parent/Community, Staff, Students)
	+ Professional Organization Membership
	+ Parent/Community Engagement Events Documentation
	+ School Schedules
	+ Other Information

**Administrator Evaluation Plan Components – Overview and Summative Model**

The following graphic outlines the summative rating model for Principals, Other Building-Level Administrators, and District-Level Administrators.

REQUIRED

* Self-Reflection
* Professional Growth Plan
* Principal Performance Standards
* Site-Visits
* Summative Evaluation

OPTIONAL

* Measures of Student Learning
* Other Sources (e.g. Surveys)
* Principal Provided Evidence

**PERFORMANCE MEASURE RATINGS**

PLANNING: [I,D,A,E]

**EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS**

**PROFESSIONAL JUDGMENT**

INSTRUCTION: [I,D,A,E]

ENVIRONMENT: [I,D,A,E]

PROFESSIONALISM: [I,D,A,E]

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

**The Kentucky Principal Standards**

The Kentucky Principal Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication & Community Relations, and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a school administrator’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is expected that most administrators will maintain an Accomplished rating but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how school administrators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development

**Determining the Summative Rating**

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance.

An administrator’s Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence for administrators and professional judgment. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

|  |  |
| --- | --- |
|  |  |

|  |
| --- |
| ***Criteria for Determining Overall Performance Measure for a Summative Rating*** |
| **IF** | **THEN** |
| **If Environment and Instruction are both rated ineffective**  | **The Summative Rating is ineffective.** |
| **If Environment or Instruction is rated ineffective**  | **The Summative Rating is developing or ineffective** |
| **If Planning or Professionalism is rated ineffective**  | **The Summative Rating shall not be exemplary.** |
| **If two Performance Measures are rated developing and two are rated accomplished**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.** |
| **If two Performance Measures are rated developing and two are rated exemplary**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.** |
| **If two Performance Measures are rated accomplished and two are rated exemplary.** | **The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary** |

|  |  |
| --- | --- |
| \*\* An Ineffective Rating indicates a Corrective Action Plan for Professional growth is required. |  |
|  |  |
|  |  |

**Corrective Action Plan (CAP)**

A corrective action plan, with measureable goals that are tied to the performance measure of concern, may be written at any time during the school year, but shall be written if evaluatee receives an “Ineffective” on the Final Summative Form.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an “Ineffective” rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

**1** Corrective Action Plan measureable goals and objectives

**2** Procedures and activities designed to achieve Corrective Action Plan goals and objectives

**3** Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to meet the measureable goals identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by May 15th.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

NOTE: It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 3 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district’s Grievance Procedure.

**Professional Growth Assistance/Intensive Assistance Corrective Action Plan**

The Professional Growth Plan for Assistance/Intensive Assistance Corrective Action will be implemented for all certified staff that may need such a plan for assistance and/or correction. The PGES and PPGES systems will be used for coaching and mentoring certified staff in conjunction with the current Professional Growth Plan for Assistance/Corrective Action. See the Professional Growth Plan for Assistance/Corrective Action located in the Appendix.

**Appeal to Panel**

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

**Appeals Process**

Pursuant to KRS 156.557, any employee who disagrees with the formative or summative data obtained during the evaluation process has the right to respond in writing at any time. This response becomes a part of the official file for the employee’s evaluation and is to be presented to the Director of Human Resources.

Any employee who feels that the summative evaluation by their primary evaluator was not an accurate assessment of their performance, either by substance or procedure may file an appeal with the District Appeals Panel. The evaluatee has five (5) working days from the date of the summative conference to file the request for appeal with the Evaluation Plan Contact.

Formative evaluation data or results may not be the subject of an appeal. Certified employees may appeal summative evaluation results in writing in accordance with Board Policy 03.18 by following the related Board procedures 03.18 AP 11, 12, 21, 22.

**RESPONSIBILITIES for EVALUATION: All certified personnel**

The Dawson Springs Board of Education will evaluate the superintendent. The superintendent’s evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional growth and effectiveness coaches, guidance counselors, social workers, media specialists, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates below.

**Due Dates:** These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31 All certified employees non-renewed for cause

April 15 All non-tenured certified staff (school and district level)

May 15 All tenured certified staff (school and district level)

June 15 All administrative and counseling staff

**EVALUATION TRAINING**

All Dawson Springs Evaluators shall be trained, tested and certified according to Kentucky guidelines for the evaluation of certified personnel. Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district’s certified evaluation plan. Furthermore, all evaluators must meet the CEP requirements for evaluating prior to conducting a formative or summative evaluation.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six hours of evaluation training per year. This training shall be in any one, or combination, of the following skill areas:

**1 Use of the local evaluation process and instrument;**

**2 Identification of effective teaching/management practices;**

**3 Effective observation and conferencing employee improvement plans;**

**4 Establishing and assisting with certified employee improvement plans;**

**5 Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two-year period.**

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator’s required hours of continued certification. The Dawson Springs Board of Education has designated the District Professional Development Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan.

**CLASSIFIED PERSONNEL**

**PERFORMANCE EVALUATION**

The performance of all non-administrative classified personnel is to be evaluated annually. Written evaluations are to be turned in to the Personnel Office on or before the last working day of April.

Each employee’s performance will be evaluated by his/her immediate supervisor.

For each indicator, check the column which describes the degree to which the employee meets performance expectations. Use the comments section to expand or clarify. (If an employee does not meet expectations for a given indicator, a written comment is expected.)

The evaluator and employee will both sign below. The employee’s signature indicates that he/she has had his/her evaluation reviewed by the evaluator. It does not imply that he/she agrees or disagrees with the evaluation. The evaluator will reproduce two copies of the written evaluation. One copy will be provided to the employee. One copy will be retained by the evaluator, and the original will be submitted to the Personnel Office.

If the employee believes the evaluation to be inaccurate and/or to have failed to take extenuating circumstances into consideration, he/she may make a written rebuttal to the evaluation. The evaluator is obligated to attach the rebuttal to the copy of the evaluation which he/she keeps on file and to the original of the evaluation which is to be filed by the Personnel Office. In a case where the employee feels that his/her evaluation has been unjust, h/she may appeal it via the grievance procedures established by Board Policy.

I have read this report and have had an opportunity to discuss it in a conference with my immediate supervisor.

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

Employee Signature Date

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

Evaluator Signature Date

**Signature of this form by the employee does not indicate agreement, but shows that interview has been held. If employee has desire to appeal contents of this evaluation, this may be accomplished in writing to the Superintendent within 10 days of the date of the evaluation conference.**

**PERFORMANCE EVALUATION – SCHOOL YEAR 20\_\_\_\_ - 20 \_\_\_\_\_**

Employee Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Department/Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section I – Job Performance:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds****Expectations** | **Meets****Expectations** | **Does not meet****Expectations** | **Not****Applicable** |
| 1. Completes work assignments according to job description. |  |  |  |  |
| 2. Is complete and thorough in fulfillment of job requirements. |  |  |  |  |
| 3. Possess technical knowledge/skill required to complete tasks. |  |  |  |  |
| 4. Meets or exceeds quality and quantity of work expected. |  |  |  |  |
| 5. Listens and accepts instructions. |  |  |  |  |
| 6. Meets deadlines; shifts to new task when priorities change. |  |  |  |  |
| 7. Plans and organizes to accomplish work goals. |  |  |  |  |
| 8. Thoroughly completes all records, reports and documents as required. |  |  |  |  |
| 9. Exhibits cooperation with co-workers; works well as a team member. |  |  |  |  |
| 10. Approaches assignments in a positive manner. |  |  |  |  |
| 11. Discusses assignments and problems with supervisor(s). |  |  |  |  |
| 12. Does routine work without instructions; is capable of independent action. |  |  |  |  |
| 13. Demonstrates interest and concerns about his/her work |  |  |  |  |
| 14. Takes advantage of opportunities to develop job skills. |  |  |  |  |
| 15. Is willing to work overtime when duties demand. |  |  |  |  |
| **COMMENTS:** |

**Section II – Responsibility:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds****Expectations** | **Meets****Expectations** | **Does not meet****Expectations** | **Not****Applicable** |
| 1. Maintains confidentiality of school related business. |  |  |  |  |
| 2. Operates within established policy guidelines. |  |  |  |  |
| 3. Demonstrates care in use of board equipment/supplies. |  |  |  |  |
| 4. Assumes responsibility voluntarily. |  |  |  |  |
| 5. Does own follow-through to ensure job completion. |  |  |  |  |
| **COMMENTS:** |

**Section III – Personal Characteristics:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds****Expectations** | **Meets****Expectations** | **Does not meet****Expectations** | **Not****Applicable** |
| 1. Is tactful, friendly, and courteous with co-workers and the public. |  |  |  |  |
| 2. Has a positive rapport with children. |  |  |  |  |
| 3. Maintains a neat appearance. |  |  |  |  |
| 4. Reports to work on time, is punctual returning from breaks and meal times. |  |  |  |  |
| 5. Uses sick and personal leave appropriately. |  |  |  |  |
| **COMMENTS:** |

**Section IV – Supervisory Skills:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Exceeds****Expectations** | **Meets****Expectations** | **Does not meet****Expectations** | **Not****Applicable** |
| 1. Evaluates subordinates objectively on work performance. |  |  |  |  |
| 2. Coordinates distributions of workloads for maximum efficiency. |  |  |  |  |
| 3. Accomplishes work goals within time and resource limitation. |  |  |  |  |
| 4. Practices wise use of district funds. |  |  |  |  |
| 5. Handles discipline problems consistently and constructively. |  |  |  |  |
| **COMMENTS:** |

|  |
| --- |
| **Specific areas in which employee’s performance needs improvement:** |

|  |
| --- |
| **Recommendations for achieving improvement:** |

 **Attach additional documents if desired**

**Instructions for Completing**

**the**

**Individual Professional Growth Plan for *Assistance***

**This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one Standard or more from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.**

1. **Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or *“does not meet”* rating assigned.

1. **Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

 **O** = Orientation/Awareness

 **A** = Preparation/Application

 **I** = Implementation/Management

 **R** = Refinement/Impact

1. **Growth Objective(s) Goals**

Growth objectives and goals must address the specific standard(s) rated as inadequate or *“does not meet”* on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

1. **Procedures and Activities for Achieving Goal(s) and Objective(s)**

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

1. **Appraisal Method and Target Date**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

1. **Documentation of all reviews, corrective actions, and evaluator’s assistance**

**must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing the Professional Growth Plan for Assistance.)**INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR *Assistance***

|  |  |  |  |
| --- | --- | --- | --- |
| **EMPLOYEE’S NAME** | **SCHOOL YEAR** | **WORK SITE** | **IMPLEMENTATION DATE** |

|  |  |  |
| --- | --- | --- |
| **DOMAIN/STANDARD** | **PRESENT DEVELOPMENT STAGE** | **NEEDS ASSESSMENT** |
|  |  |  |
| **GROWTH OBJECTIVES/****DESIRED OUTCOMES** |  |
| **PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES**  | **TARGETED DATE** |
|  |  |
|  |  |
|  |  |
|  |  |
| Employee’s Comments |  |
| Supervisor’s Comments |  |
| **Implementation** *\*I understand that in the event this assistance growth plan is deemed unsuccessful by my primary evaluator an intensive assistance professional growth plan will be implemented with the help of an assistance team as explained in the district certified evaluation plan.***Employee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_****Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Reviews shall occurs as often as needed***

|  |  |
| --- | --- |
| **Review Employee Signature/Date:** | **Review** **Supervisor Signature/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

|  |  |
| --- | --- |
| **Review Employee Signature/Date:** | **Review** **Supervisor Signature/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

|  |  |
| --- | --- |
| **Review Employee Signature/Date:** | **Review** **Supervisor Signature/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

**Instructions for Completing**

**The Individual Professional Growth Plan for *Intensive Assistance***

**This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or *“does not meet rating”* on any one Standard or more from the Summative Evaluation or when an immediate change is required in practice or behavior. The assistance team and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.**

1. **Assistance Team**

The evaluator conferences with the employee and indicates the desire to bring in an assistance team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Intensive Assistance Plan.

1. **Development of Intensive Assistance Plan**
2. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
3. *Select the stage of professional development* that best reflects the evaluatee’s level.

 **O** = Orientation/Awareness

 **A =** Preparation/Application

 **I** = Implementation/Management

 **R =** Refinement/Impact

1. *Growth objectives and goals* must address the specific standard(s)

rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

1. *Procedures and Activities* for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

1. *Appraisal Method and Target Date*

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

1. *Documentation* of all reviews, corrective actions, and evaluator’s

assistance must be completed in summary format with recommendations. (forms attached)

1. **Evaluation of Progress**

If in the judgment of the evaluator, the employee makes progress with the team’s assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward the termination of said employee.)

**The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Management Record****INTENSIVE ASSISTANCE PLAN RECORD**  | **DATES** | **DATES** | **DATES** | **DATES** |
| Observation |  |  |  |  |
| Professional Growth Plan Developed |  |  |  |  |
| Request for Assistance Team |  |  |  |  |
| Assistance Team Selected |  |  |  |  |
| Evaluator/Supervisor/ColleagueMeeting to explain assistance |  |  |  |  |
| 1st Meeting of Assistance Team |  |  |  |  |
| 2nd Meeting of Assistance Team |  |  |  |  |
| 3rd Meeting of Assistance Team |  |  |  |  |
| 4th Meeting of Assistance Team |  |  |  |  |
| Summative Evaluation |  |  |  |  |
| Conference with Superintendent and/or Attorney |  |  |  |  |
| Summative Conference with Employee |  |  |  |  |
| Termination Letter (if necessary)SIGNATURES:Primary Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Assistance Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observation can occur without employee notice by any member of the Intensive Assistance Team throughout the process. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

18

**INTENSIVE ASSISTANCE TEAM LOG OF ACTIVITIES**

**INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR *Intensive* *Assistance***

|  |  |  |  |
| --- | --- | --- | --- |
| **EMPLOYEE’S NAME** | **SCHOOL YEAR** | **WORK SITE** | **IMPLEMENTATION DATE** |
| **INTENSIVE TEAM MEMBER NAMES:** |

|  |  |  |
| --- | --- | --- |
| **DOMAIN/STANDARD** | **PRESENT DEVELOPMENT STAGE** | **NEEDS ASSESSMENT** |
|  |  |  |
| **GROWTH OBJECTIVES/****DESIRED OUTCOMES** |  |
| **PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES** | **TARGETED DATE** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Employee’s Comments** |  |
| **Supervisor’s Comments** |  |
| **Implementation:** *I understand that in the event this intensive assistance growth plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Dawson Springs School District could be affected.***Employee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Reviews shall occurs as often as necessary***

|  |  |  |
| --- | --- | --- |
| **Assistance Team Meeting Date:** | **Employee Signature/Date:** | **Intensive Team Members Signature’s/Date :** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

|  |  |  |
| --- | --- | --- |
| **Assistance Team Meeting Date:** | **Employee Signature/Date:** | **Intensive Team Members Signature’s/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

|  |  |  |
| --- | --- | --- |
| **Assistance Team Meeting Date:** | **Employee Signature/Date:** | **Intensive Team Members Signature’s/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

\* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observation can occur without

employee notice by any member of the Intensive Assistance Team throughout the process.

**LOCAL BOARD OF EDUCATION APPEALS PANEL HEARING PROCEDURES**

**-Certified Personnel-** 03.18

**Evaluation**

**Development of System**

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.1

**Purposes**

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

**Notification**

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

**Review**

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's evaluation file.2

**Appeal Panel**

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

**Election**

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

**Terms**

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

**Chairperson**

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

PERSONNEL 03.18 AP.11

**-Certified Personnel-**

**Appeals/Hearings**

**Purpose**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee’s appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District’s evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

**Appeals**

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may, within five (5) working days of the summative evaluation conference, appeal to the Evaluation Appeals Panel in accordance with the following procedures:

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

PERSONNEL 03.18 AP.11

 (Continued)

**Appeals/Hearings**

**Hearings**

The following procedures will be implemented during the hearings:

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

Review/Revised:8/6/07

PERSONNEL 03.18 (Continued)

**Evaluation**

**Appeal Form**

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

**Conflicts of Interests**

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

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

A panel member shall not hear an appeal filed by his/her immediate supervisor.

**Burden of Proof**

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

**Hearing**

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

**Panel Decision**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel’s written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

**Superintendent**

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

**Revisions**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

**References:** 1[KRS 156.557](http://policy.ksba.org/documentmanager.asp?requestarticle=/krs/156-00/557.pdf&requesttype=krs), [704 KAR 003:345](http://policy.ksba.org/documentmanager.asp?requestarticle=/kar/704/003/345.htm&requesttype=kar)

 [OAG 92‑135](http://policy.ksba.org/documentmanager.asp?requestarticle=/civil/opinions/oag92135.htm&requesttype=oag), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**Related Policies:** Adopted/Amended: 08/21/2006

203.15, 02.14, 03.16 Order#: 3

Observation Document

|  |  |
| --- | --- |
| Component | Possible Observables |
| ***2A - Creating an Environment of Respect and Rapport*** |  |
| ***2B - Establishing a Culture for Learning*** |  |
| ***2C - Managing Classroom Procedures*** |  |
| ***2D - Managing Student Behavior*** |  |
| ***2E - Organizing Physical Space*** |  |
| ***3A - Communicating with students*** |  |
| ***3B - Questioning and Discussion Techniques*** |  |
| ***3C - Engaging Students in Learning*** |  |
| ***3D - Using Assessment in Instruction*** |  |
| ***3E - Demonstrating Flexibility and Responsiveness*** |  |

**Initial Self-Reflection for Certified Teachers**

**Directions:** Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

**Teacher:** **Date:**  **School:**

|  |  |  |
| --- | --- | --- |
| **Component:** | **Overall Performance Level** | **Rationale:** |
| **1A - Demonstrating Knowledge of Content and Pedagogy*** In planning and practice, teacher makes content errors or does not correct errors made by students.
* Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.
* Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.
* Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.
* Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.
* Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
* Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.
* Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.
* Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
* Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.
* Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.
* Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.
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| **1B - Demonstrating Knowledge of Students*** The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.
* Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
* Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.
* Teacher indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.
* Teacher understands the active nature of student learning and attains information about levels of development for groups of students.
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| **1C - Selecting Instructional Outcomes*** All outcomes represent rigorous and important learning in the discipline.
* All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.
* Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.
* Most outcomes represent rigorous and important learning in the discipline.
* Outcomes are stated as activities rather than as student learning.
* Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
* Outcomes reflect several different types of learning and opportunities for coordination.
* Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.
* Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.
* Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.
* Outcomes represent moderately high expectations and rigor.
* Outcomes take into account the varying needs of groups of students.
* Outcomes take into account the varying needs of individual students.
* Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.
* The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.
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| **1D - Demonstrating Knowledge of Resources*** Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.
* Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.
* Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
* Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.
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| **1E - Designing Coherent Instruction*** The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.
* The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.
* The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.
* The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.
* The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.
* The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.
* Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.
* Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.
* Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.
* Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.
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| **1F - Designing Student Assessment*** Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.
* The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
* Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.
* Assessment criteria and standards have been developed, but they are not clear.
* Assessment methodologies have been adapted for individual students, as needed.
* Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.
* Some of the instructional outcomes are assessed through the proposed approach, but others are not.
* Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.
* Teacher intends to use assessment results to plan for future instruction for the class as a whole.
* Teacher intends to use assessment results to plan for future instruction for groups of students.
* Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.
* Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.
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| **2A - Creating an Environment of Respect and Rapport*** Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.
* Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.
* Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.
* Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
* Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.
* Students rarely demonstrate disrespect for one another.
* Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.
* Teacher does not deal with disrespectful behavior.
* Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.
* Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.
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| **2B - Establishing a Culture for Learning*** Classroom interactions support learning and hard work.
* Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.
* Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
* Students understand their role as learners and consistently expend effort to learn.
* The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.
* The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.
* The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.
* The classroom culture is characterized by little commitment to learning by teacher or students.
* The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.
* The teacher conveys high expectations for learning by all students and insists on hard work.
* The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.
* The teacher conveys that with hard work students can be successful.
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| **2C Managing Classroom Procedures** * Instructional time is maximized because of efficient routine and procedures.
* Much instructional time is lost through inefficient classroom routines and procedures.
* Routines are well understood and may be initiated by students.
* Some instructional time is lost through only partially effective classroom routines and procedures.
* Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.
* The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.
* The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.
* There is little evidence that students know or follow established routines.
* There is little loss of instructional time because of effective classroom routines and procedures.
* There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.
* With minimal guidance and prompting students follow established classroom routines.
* With regular guidance and prompting¸ students follow established routines.
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| **2D - Managing Student Behavior*** Response to students’ misbehavior is repressive or disrespectful of student dignity
* Standards of conduct appear to have been established, but their implementation is inconsistent.
* Student behavior is entirely appropriate.
* Student behavior is generally appropriate.
* Students challenge the standards of conduct.
* Students take an active role in monitoring their own behavior and that of other students against standards of conduct.
* Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.
* Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.
* Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
* Teachers’ monitoring of student behavior is subtle and preventative.
* The teacher monitors student behavior against established standards of conduct.
* There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.
* There is inconsistent implementation of the standards of conduct.
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| **2E- Organizing Physical Space*** Students contribute to the use or adaptation of the physical environment to advance learning.
* Teacher makes effective use of physical resources, including computer technology.
* Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities.
* Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.
* The physical environment is unsafe, or many students don’t have access to learning resources.
* The classroom is safe, and essential learning is accessible to most students.
* The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.
* The classroom is safe, and learning is accessible to all students, including those with special needs.
* The teacher’s use of physical resources, including computer technology, is moderately effective.
* There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.
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| **3A - Communicating with Students*** During the explanation of content, the teacher invites student intellectual engagement.
* Students contribute to extending the content and help explain concepts to their classmates.
* Teacher’s explanation of content is well scaffold, clear and accurate, and connects with students’ knowledge and experiences.
* Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.
* Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.
* The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.
* The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.
* The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding.
* The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.
* The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.
* The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest.
* The teacher’s explanation of the content contains major errors.
* The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.
* The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.
* The teacher’s spoken or written language contains errors of grammar or syntax
* The teacher’s spoken or written language contains errors.
* The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
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| **3B - Using Questioning and Discussion Techniques*** A few students dominate the discussion.
* Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.
* Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.
* Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
* Students formulate many questions, initiate topics, and make unsolicited contributions.
* Students themselves ensure that all voices are heard in the discussion.
* Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.
* Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.
* Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
* Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.
* Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.
* Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.
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| **3C - Engaging Students in Learning*** Few students are intellectually engaged or interested.
* In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.
* Students may have some choice in how they complete tasks and may serve as resources for one another.
* The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.
* The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.
* The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.
* The pace of the lesson is too slow or too rushed.
* The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
* The pacing of the lesson may not provide students the time needed to be intellectually engaged.
* The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.
* Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.
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| **3D - Using Assessment in Instruction*** A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.
* Assessment is fully integrated into instruction through extensive use of formative assessment.
* Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.
* Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.
* Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.
* Questions, prompts, and assessments are rarely used to diagnose evidence of learning.
* Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
* Questions, prompts, assessments are used to diagnose evidence of learning.
* Students appear to be aware of the assessment criteria; some of them engage in self-assessment
* Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria
* Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.
* Students self-assess and monitor their progress.
* There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.
 | I |   |
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| **3E – Demonstrating Flexibility and Responsiveness*** Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.
* Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.
* Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.
* Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.
* Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
* Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
* Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.
* Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.
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| **4A - Reflecting on Teaching*** Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
* Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson
* Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.
* Teacher has no suggestions for how a lesson could be improved.
* Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
* Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
* Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.
* Teacher makes general suggestions about how a lesson could be improved.
 | I |  |
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| **4B - Maintaining Accurate Records*** Students contribute information and participate in maintaining the records.
* Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.
* Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.
* Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.
* Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.
* Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
* Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
 | I |  |
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| **4C - Communicating with Families*** Information to families is conveyed in a culturally appropriate manner.
* Response to family concerns is handled with professional and cultural sensitivity.
* Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.
* Teacher communication with families—about the instructional program, about individual students—is sporadic and culturally inappropriate.
* Teacher makes no attempt to engage families in the instructional program.
* Teacher makes some attempts to engage families in the instructional program.
* Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.
* Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.
* Teacher’s efforts to engage families in the instructional program are frequent and successful.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4D - Participating in a Professional Community*** Teacher avoids becoming involved in school events or school and district projects
* Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.
* Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.
* Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.
* Teacher participates in school events and school and district projects when specifically asked to do so.
* Teacher takes a leadership role in promoting a culture of professional inquiry.
* Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
* Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
* Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.
* Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.
* Teacher’s relationships with colleagues are negative or self-serving.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4E - Growing and Developing Professionally*** Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.
* Teacher engages in no professional development activities to enhance knowledge or skill.
* Teacher finds limited ways to contribute to the profession.
* Teacher initiates important activities to contribute to the profession.
* Teacher makes no effort to share knowledge with others or to assume professional responsibility.
* Teacher participates actively in assisting other educators.
* Teacher participates in professional activities to a limited extent when they are convenient.
* Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
* Teacher seeks out feedback on teaching from both supervisors and colleagues.
* Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
* Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
* Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4F - Demonstrating Professionalism*** Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school.
* Teacher complies fully with school and district regulation.
* Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
* Teacher complies minimally with school and district regulations, doing just enough to get by.
* Teacher displays dishonesty in interactions with colleagues, students and the public.
* Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.
* Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.
* Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
* Teacher is honest in interactions with colleagues, students and the public.
* Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill-served by the school.
* Teacher maintains an open mind in team or departmental decision-making.
* Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.
* Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
* Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.
* Teacher’s decisions and recommendations are based on limited but genuinely professional considerations.
 | **I** |  |
| **D** |
| **A** |
| **E** |

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Initial Self-Reflection for Other Professionals: School Psychologists**

**Directions:** Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

|  |  |  |
| --- | --- | --- |
| **1A*** Psychologist uses a limited number of psychological instruments to evaluate students
* Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used
* Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students
* Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1B*** Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology
* Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical
* Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology
* Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology
 | **I** |  |
| **D** |
| **A** |
| **E** |
| 1C* Psychologist’s goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.
* Psychologist’s goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues
* Psychologist’s goals for the treatment program are clear and appropriate to the situation and to the age of the students
* Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1D*** Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.
* Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.
* Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district.
* Psychologist’s knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1E*** Psychologist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure
* Psychologist has developed a plan that includes the important aspects of work in the setting.
* Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
* Psychologist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.
 | **I** |  |
| **D** |
| **A** |
| **E** |
|  **1F*** Psychologist has a rudimentary plan to evaluate the psychology program.
* Psychologist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis
* Psychologist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
* Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
 | I |  |
| D |
| A |
| E |
| 2A* Psychologist’s interactions are a mix of positive and negative: the psychologist’s efforts at developing rapport are partially successful.
* Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
* Psychologist’s interactions with students are positive and respectful: students appear comfortable in the testing center.
* Psychologist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing center
 | I |  |
| D |
| A |
| E |
| **2B*** Psychologist’s attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.
* The culture in the school for positive mental health among students and teachers, while guided by the psychologist I maintained by both teachers
* Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers
* Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
 | **I** |  |
| **D** |
| **A** |
| **E** |
|  **2C*** Psychologist has established procedures for referrals, but the details are not always clear
* Procedures for referrals and for meetings with parents and administrators are clear to everyone
* Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators
* No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.
 | **I** |  |
| **D** |
| A |
| E |
|  **2D*** Standards of conduct appear to have been established in the testing center: psychologist’s attempts to monitor and correct negative student behavior during an evaluation are partially successful.
* Standards of conduct have been established in the testing center. Psychologist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior
* Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful.
* No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
 | I |  |
| D |
| A |
| E |
| **2E*** Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.
* The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
* The testing center is well organized; materials are stored in a secure location and are available when needed.
* The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.
 | I |  |
| D |
| A |
| E |
| **3A*** Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral
* Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
* Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral
* Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral
 | **I** |  |
| **D** |
| **A** |
| **E** |
| 3B * Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards
* Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
* Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.
* Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
 | **I** |  |
| **D** |
| A |
| E |
| 3C* Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP’s.
* Psychologist assumes leadership of the evaluation team as standard expectations: prepares detailed IEP’s
* Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP’s are prepared in an exemplary manner
* Psychologist declines to assume leadership of the evaluation team.
 | I |  |
| D |
| A |
| E |
| **3D** * Psychologist’s plans for students are partially suitable for them or are sporadically aligned with identified needs.
* Psychologist’s plan for students are suitable for them and are aligned with identified needs.
* Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments
* Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
 | I |  |
| D |
| A |
| E |
| **3E** * Psychologist maintains occasional contact with physicians and community mental health service providers
* Psychologist declines to maintain contact with physicians and community mental health service providers
* Psychologist maintains ongoing contact with physicians and community mental health service providers.
* Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **3F*** Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change
* Psychologist makes revisions in the treatment program when it is needed
* Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.
* Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input
 | **I** |  |
| **D** |
| **A** |
| **E** |

|  |  |  |
| --- | --- | --- |
| **4A*** Psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.
* Psychologist does not reflect on practice, or reflections are inaccurate or self-serving
* Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.
* Psychologist’s reflection is highly accurate and perceptive, siting specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4B*** Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.
* Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.
* Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust
* Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| 4C* Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.
* Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.
* Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust
* Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4D*** Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested
* Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.
* Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
* Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4E*** Psychologist’s participation in professional development activities is limited to those that are convenient or are required.
* Psychologist seeks opportunities for professional development based on an individual assessment of need.
* Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
* Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
 | **I** |  |
| **4F*** Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality.
* Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.
* Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.
* Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
 | **I** |  |
| **D** |
| **A** |
| **E** |

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Initial Self-Reflection for Other Professionals: Instructional Coaches**

**Directions:** Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

**Teacher:** **Date:**  **School:**

|  |  |  |
| --- | --- | --- |
| **Component:** | **Overall Performance Level** | **Rationale:** |
| **1A** * Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development.
* Instructional specialist’s knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues.
* Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.
* Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1B** * Instructional specialist demonstrates basic knowledge of the school’s program and of teacher skill in delivering that program.
* Instructional specialist is deeply familiar with the school’s program and works to shape its future direction and actively seeks information as to teacher skill in that program.
* Instructional specialist demonstrates little or no knowledge of the school’s program or of teacher skill in delivering that program.
* Instructional specialist demonstrates thorough knowledge of the school’s program and of teacher skill in delivering that program.
 | **I** |  |
| **D** |
| A |
| E |
| **1C** * Instructional specialist’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff
* Instructional specialist’s goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
* Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.
* Instructional specialist’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.
 | I |  |
| D |
| A |
| E |
| **1D** * Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.
* Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional’s skills in implementing the school’s program.
* Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
* Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.
 | I |  |
| D |
| A |
| E |
| **1E** * Instructional specialist’s plan has a guiding principle and includes a number of worth-while activities, but some of them don’t fit with the broader goals.
* Instructional specialist’s plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
* Instructional specialist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
* Instructional specialist’s plan is well designed to support teachers in the improvement of their skills.
 | I |  |
| D |
| A |
| E |
| **1F** * Instructional specialist has a rudimentary plan to evaluate the instructional support program.
* Instructional specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
* Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
* Instructional support specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **2A** * Relationships with the instructional specialist are cordial: teachers don’t resist initiatives established by the instructional specialist.
* Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
* Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.
* Relationships with the instructional specialist are respectful with some contacts initiated by teachers.
 | **I** |  |
| **D** |
| A |
| E |
| **2B*** Teachers do not resist the offerings of support from the instructional specialist.
* Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
* Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
* Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.
 | I |  |
| D |
| A |
| E |
| **2C*** Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.
* Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
* When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.
* Instructional specialist has established clear procedures for teachers to use in gaining access to support.
 | I |  |
| D |
| A |
| E |
| **2D** * Instructional specialist’s efforts to establish norms of professional conduct are partially successful.
* Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.
* No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.
* Instructional specialist has established clear norms of mutual respect for professional interaction.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **2E** * The physical environment does not impede workshop activities.
* Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
* Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.
* Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.
 | **I** |  |
| **D** |
| A |
| E |
| **3A*** Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.
* Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school.
* Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
* Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.
 | I |  |
| D |
| A |
| E |
| **3B*** Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.
* Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school.
* Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
* Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.
 | I |  |
| D |
| A |
| E |
| **3C*** The quality of the instructional specialist’s model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.
* The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
* Instructional specialist’s model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
* The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the teachers being served.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **3D*** Instructional specialist’s efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available
* Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
* Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so.
* Instructional specialist locates resources for instructional improvement for teachers when asked to do so.
 | **I** |  |
| **D** |
| A |
| E |
| **3E** * Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.
* Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
* Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.
* Instructional specialist makes revisions to the support program when it is needed.
 | I |  |
| D |
| A |
| E |
| **4A** * Instructional specialist’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.
* Instructional specialist’s reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.
* Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
* Instructional specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.
 | I |  |
| D |
| A |
| E |
| **4B** * Instructional specialist’s efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time.
* Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
* Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
* Instructional specialist’s budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.
 | I |  |
| D |
| A |
| E |
| **4C** * Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.
* Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district.
* Instructional specialist makes no effort to collaborate with other instructional specialists within the district.
* Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4D** * Instructional specialist’s relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.
* Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
* Instructional specialist’s relationships with colleagues are negative or self-serving and the specialist avoids being involved in school and district events and projects.
* Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4E** * Instructional specialist’s participation in professional development activities is limited to those that are convenient or are required.
* Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
* Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
* Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.
 | I |  |
| **D** |
| **A** |
| **E** |
| **4F** * Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.
* Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.
* Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.
* Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.
 | I |  |
| **A** |
| **E** |

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Initial Self-Reflection for Other Professionals: Guidance Counselors**

**Directions:** Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

|  |  |  |
| --- | --- | --- |
| **1A*** Counselor demonstrates basic understanding of counseling theory and techniques.
* Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
* Counselor demonstrates little understanding of counseling theory and techniques.
* Counselor demonstrates understanding of counseling theory and techniques.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1B*** Counselor displays little or no knowledge of child and adolescent development.
* Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.
* Counselor displays partial knowledge of child and adolescent development.
* In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| 1C* Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.
* Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.
* Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.
* Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1D*** Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.
* Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.
* Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.
* Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1E*** Counselor’s plan has guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.
* Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
* Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
* Counselor has developed a plan that includes the important aspects of counseling in the setting.
 | **I** |  |
| **D** |
| **A** |
| **E** |
|  **1F*** Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.
* Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
* Counselor has a rudimentary plan to evaluate the counseling program.
* Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
 | I |  |
| D |
| A |
| E |
|  **2A*** Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.
* Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.
* Counselor’s interactions are a mix of positive and negative: the counselor’s efforts at encouraging positive interactions among students are partially successful.
* Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
 | I |  |
| D |
| A |
| E |
| **2B*** Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.
* The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
* Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.
* Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.
 | **I** |  |
| **D** |
| **A** |
| **E** |
|  **2C*** Counselor has rudimentary and partially successful routines for the counseling center or classroom.
* Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them.
* Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray.
* Counselor’s routines for the counseling center or classroom work effectively.
 | **I** |  |
| **D** |
| A |
| E |
|  **2D*** Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.
* Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.
* Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.
* Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
 | I |  |
| D |
| A |
| E |
| **2E*** The physical environment is in disarray or is inappropriate to the planned activities.
* Counseling center or classroom arrangements are inviting and conducive to the planned activities.
* Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.
* Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
 | I |  |
| D |
| A |
| E |
| **3A** * Counselor does not assess student needs, or the assessments result in inaccurate conclusions.
* Counselor assesses student needs and knows the range of student needs in the school.
* Counselor’s assessments of student needs are perfunctory
* Counselor conducts detailed and individualized assessments of student needs to contribute to program.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| 3B * Counselor’s program is independent of identified student needs.
* Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.
* Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.
 | **I** |  |
| **D** |
| A |
| E |
| 3C* Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
* Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
* Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
* Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
 | I |  |
| D |
| A |
| E |
| **3D** * Counselor does not make connections with other programs in order to meet student needs.
* Counselor brokers with other programs within the school or district to meet student needs.
* Counselor’s efforts to broker services with other programs in the school are partially successful.
* Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
 | I |  |
| D |
| A |
| E |
| **3E** * Counselor adheres to the plan or program, in spite of evidence of its inadequacy.
* Counselor makes revisions in the counseling program when they are needed.
* Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.
* Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **4A*** Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.
* Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.
* Counselor makes some specific suggestions as to how the counseling program might be improved. Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.
* Counselor’s reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.
 | **I** |  |
| **D** |
| A |
| E |
| **4B*** Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.
* Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.
* Counselor’s reports, records, and documentation are generally accurate but are occasionally late.
* Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other.
 | **I** |  |
| **D** |
| A |
| E |

|  |  |  |
| --- | --- | --- |
| **4C*** Counselor provides no information to families, either about the counseling program as a whole or about the individual students.
* Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.
* Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of me.
* Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.
 | **I** |  |
| **D** |
| A |
| E |
| 4D* Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.
* Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
* Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.
* Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.
 | **I** |  |
| **D** |
| A |
| E |
| 4E* Counselor’s participation in professional development activities is limited to those that are convenient or are required.
* Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
* Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills
* Counselor seeks out opportunities for professional development based on an individual assessment of need.
 | **I** |  |
| **D** |
| A |
| E |
| 4F* Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality.
* Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
* Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality.
* Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.
 | **I** |  |
| **D** |
| A |
| E |

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Initial Self-Reflection for Other Professionals: Library Media Specialists**

**Directions:** Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

**Teacher:** **Date:**  **School:**

|  |  |  |
| --- | --- | --- |
| **Component:** | **Overall Performance Level** | **Rationale:** |
| **1A** * School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.
* School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.
* School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.
* School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **1B** * School Library Media Specialist makes little or no attempt to acquire knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.
* School Library Media Specialist demonstrates adequate knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.
* School Library Media Specialist demonstrates thorough knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.
* School Library Media Specialist demonstrates some knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.
 | **I** |  |
| **D** |
| A |
| E |
| **1C** * School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.
* School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.
* School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.
* School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.
 | I |  |
| D |
| A |
| E |
| **1D** * School Library Media Specialist has commendable knowledge of the resources within the school’s library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.
* School Library Media Specialist is aware of the resources within the school’s library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.
* School Library Media Specialist has an extensive knowledge of the resources within the school’s library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.
* School Library Media Specialist has little awareness of the resources with the school’s library collection or resources available electronically and does not seek resources outside the library.
 | I |  |
| D |
| A |
| E |
| **1E** * School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.
* School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.
* School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.
* School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.
 | I |  |
| D |
| A |
| E |
| **1F** * School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.
* School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.
* School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.
* School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **2A** * School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.
* School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist.
* School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.
* Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.
 | **I** |  |
| **D** |
| A |
| E |
| **2B*** School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.
* School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.
* School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.
* School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.
 | I |  |
| D |
| A |
| E |
| **2C*** Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.
* Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.
* Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.
* Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.
 | I |  |
| D |
| A |
| E |
| **2D** * School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior
* School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.
* School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.
* School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.
 | **I** |  |
| **D** |
| **A** |
| **E** |
| **2E** * The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use.
* The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings.
* The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.
* The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.
 | **I** |  |
| **D** |
| A |
| E |
| 3A• School Library Media Specialist does not communicate clearly and directions and  procedures are often confusing or not provided at all.• School Library Media Specialist is usually clear in communicating directions and  procedures but often needs to repeat and clarify before students or staff members  understand the intent. Sometimes directions are overly detailed or too sparse for initial  understanding. The use of technology is inconsistent and not always effective. School  Library Media Specialist clearly communicates directions and procedures and is able to  recognize when it is necessary to repeat and clarify. Technology is sometimes used to  demonstrate and model ways to use the resources and tools in the library and virtual  environments.• School Library Media Specialist clearly communicates directions and procedures both  orally and in writing, anticipating in advance possible misunderstandings. Technology is  used effectively to demonstrate and model productive ways to use the resources and  tools in the library and in virtual environments. | **I** |  |
| **D** |
| A |
| E |
| **3B*** School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.
* School Library Media Specialist asks questions that guide students and help them think about their research topic.
* School Library Media Specialist often uses open-ended and probing questions to guide students’ inquiry and to help students to think critically as they formulate their own questions about their research topic.
* School Library Media Specialist nearly always uses open-ended and probing questions to guide students’ inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.
 | **I** |  |
| **D** |
| A |
| E |
| **3C** * School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.
* School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students’ knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.
* School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students’ prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.
* School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students’ prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.
 | **I** |  |
| **D** |
| A |
| E |
| **3D*** In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress.
* In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to- one basis or with small groups. Students occasionally assess the quality of their own work.
* In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.
* In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria**.** The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.
 | I |  |
| D |
| A |
| E |
| **3E*** The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students’ questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.
* The school Library Media Specialist attempts to accommodate students’ learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.
* The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.
* The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students’ learning styles, needs, interests, abilities and questions.
 | I |  |
| D |
| A |
| E |
| **4A*** The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.
* The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.
* The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.
* The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.
 | I |  |
| D |
| A |
| E |
| **4B*** The school Library Media Specialist does not maintain accurate or current records.
* The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.
* The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.
* The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.
 | I |  |
| D |
| A |
| E |
| **4C*** School Library Media Specialist does not communicate with the school community about the library program and services.
* The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.
* The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.
* The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL’s Standards for the 21st Century Learner and additionally utilizes elements of Empowering Learners: Guidelines for School Library Media Programs to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.
 | I |  |
| D |
| A |
| E |
| 4D* School Library Media Specialists’ relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.
* School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.
* School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.
* School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.
 | I |  |
| D |
| A |
| E |
| 4E* School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.
* School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.
* School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.
* School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national .
 | I |  |
| D |
| A |
| E |
| **4F*** School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.
* School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.
* School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.
* Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.
 | I |  |
| D |
| A |
| E |
| **4G*** School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.
* School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.
* School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.
* Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.
 | I |  |
| D |
| A |
| E |
| **4H*** School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.
* School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.
* School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.
* School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.
 | I |  |
| D |
| A |
| E |
| **4I*** School Library Media Specialist does not adhere to the professional ethics of librarianship.
* School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association’s Code of Ethics. (See addendums A, B and C).
* School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C).
* Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C).
 | I |  |
| D |
| A |
| E |

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluatee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

PRE-OBSERVATION DOCUMENT

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

**Preconference (Planning Conference)**

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

Pre-Observation Document for Other Professionals

For Scheduled Observations

Directions: Observees complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre- conferences email the document to the observer.

|  |  |  |
| --- | --- | --- |
| **Other Professional** | **Position** | **School**  |
| **Observer** | **Pre-Conference Date** | **Observation Date** |
| **Pre-Conference Type: Pre-Conference In person   Pre-Conference Electronic** |
| **Observation Type** | Mini #1 | Mini #2 | Full | Peer |

|  |  |
| --- | --- |
| **Questions for Discussion:** | **Notes:** |
| Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit. |  |
| Describe how the activities/work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.) |  |
| How and when will you know whether the objectives or targets for the work conducted have been successfully achieved? |  |
| Is there anything specific that you would like to be observed/discussed during the workplace visit? |  |

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 **Observee’s Signature/Date Observer’s Signature/ Date**

**Reflective Practice & Professional Growth Planning Template**



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

 **Part A: Initial Reflection – Establishing Priority Growth Needs**

|  |  |  |
| --- | --- | --- |
| **Component:** | **Self-Assessment:** | **Rationale:** |
| 1A - Demonstrating Knowledge of Content and Pedagogy | I | D | A | E |  |
| 1B - Demonstrating Knowledge of Students | I | D | A | E |  |
| 1C - Selecting Instructional Outcomes | I | D | A | E |  |
| 1D - Demonstrating Knowledge of Resources | I | D | A | E |  |
| 1E - Designing Coherent Instruction | I | D | A | E |  |
| 1F - Designing Student Assessment | I | D | A | E |  |
| 2A - Creating an Environment of Respect and Rapport | I | D | A | E |  |
| 2B - Establishing a Culture for Learning | I | D | A | E |  |
| 2C - Managing Classroom Procedures | I | D | A | E |  |
| 2D - Managing Student Behavior | I | D | A | E |  |
| 2E - Organizing Physical Space | I | D | A | E |  |
| 3A - Communicating with Students | I | D | A | E |  |
| 3B - Using Questioning and Discussion Techniques | I | D | A | E |  |
| 3C - Engaging Students in Learning | I | D | A | E |  |
| 3D - Using Assessment in Instruction | I | D | A | E |  |
| 3E - Demonstrating Flexibility and Responsiveness | I | D | A | E |  |
| 4A - Reflecting on Teaching | I | D | A | E |  |
| 4B - Maintaining Accurate Records | I | D | A | E |  |
| 4C - Communicating with Families | I | D | A | E |  |
| 4D - Participating in a Professional Community | I | D | A | E |  |
| 4E - Growing and Developing Professionally | I | D | A | E |  |
| 4F - Demonstrating Professionalism | I | D | A | E |  |
| 5A - Student Growth | I | D | A | E |  |

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| **Domain:** | **Component:**Circle Professional Growth Priority Components | **Select a component from those circled for focused professional growth goal development (Part B):** |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  |
| The Classroom Environment | 2A | 2B | 2C | 2D | 2E |  |
| Instruction | 3A | 3B | 3C | 3D | 3E |  |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| Student Growth | 5A |  |  |  |  |  |
| *Current Level of Performance for Selected Component:* | I | D | A | E |

**Part B: Connecting Priority Growth Needs to Professional Growth Planning**

|  |  |
| --- | --- |
| **Professional Growth Goal:*** What do I want to change about my instruction that will effectively impact student learning?
* What is my personal learning necessary to make that change?
* What are the measures of success?
 |  |

|  |
| --- |
| **Action Plan** |
| **Professional Learning** | **Resources/Support** | **Targeted Completion Date** |
|  |  |  |
| **Measures of Goal Attainment (Tools/Instruments):** |  |  |
| **Expected Student Growth Impact:** |  |  |
| **Demonstrable: *Identify the documentation intended to demonstrate your professional growth.*** |
| □ Artifacts | □ Self-Assessment | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | □ Observation Data |
| □ Other: (please specify) |  |

|  |  |
| --- | --- |
| **Teacher Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

|  |  |  |
| --- | --- | --- |
| **Date:** | **Status of Professional Growth Goal:** | **Revisions/Modifications:** |
|  |  |  |
|  |  |  |
|  |  |  |

**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

|  |  |
| --- | --- |
| **Date:** | **End of Year Reflection:** |
|  |  |

|  |
| --- |
| **Next Steps:** |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Connection to Framework for Teaching:** | 4A – Reflecting on Teaching | I | D | A | E |
| 4E – Growing and Developing Professionally | I | D | A | E |

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| --- | --- |
| **Teacher Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Reflection on Practice Process**

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Teacher’s Signature Date Evaluator’s Signature Date

POST-OBSERVATION DOCUMENT

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

*For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:*

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

*Evaluator’s Formative Observation Rating:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Teacher’s Signature\* |  | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating |

**Dawson Springs Partial Observation Instrument**

|  |  |
| --- | --- |
| Component | Possible Observables |
| ***2A - Creating an Environment of Respect and Rapport*** |  |
| ***2B - Establishing a Culture for Learning*** |  |
| ***2C - Managing Classroom Procedures*** |  |
| ***2D - Managing Student Behavior*** |  |
| ***2E - Organizing Physical Space*** |  |
| ***3A - Communicating with students*** |  |
| ***3B - Questioning and Discussion Techniques*** |  |
| ***3C - Engaging Students in Learning*** |  |
| ***3D - Using Assessment in Instruction*** |  |
| ***3E - Demonstrating Flexibility and Responsiveness*** |  |