

Hopkins County Schools

2020-2021

Certified Evaluation Plan

For

Teachers & Other Professionals

Certified Evaluation Plan for Teachers & Other Professionals

Hopkins County Schools		**270-825-6000**
Name of District		Telephone

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	Superintendent	

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50/50 Certified Evaluation Plan Development Committee

Wendy Gamblin	Administrator	Browning Springs Middle School
Jan Richey	Administrator	South Hopkins Middle School
Wendy Eaves	Administrator	West Broadway Elementary
Eric Stone	Administrator	West Hopkins School
Christian Klaas	Administrator	Central Office
Jennifer Luttrell	Administrator	Central Office
Tonia Griffey	Administrator	Central Office
Andrew Belcher	Administrator	Central Office
Ann Elkins	Administrator	Central Office
Rachel Sandberg	Admin Guidance Counselor	Earlington Elementary
Amy Belcher	Teacher	James Madison Middle School
Lindsey Rogers	Teacher	Hanson Elementary
Lee Allen	Teacher	ADT/Academy
Stacey Burns	Teacher	Pride Elementary
Tina Peyton	Teacher	Madisonville North Hopkins
Ashton Walls	Teacher	Southside Elementary
Barbara Stoltz	Teacher	Grapevine Elementary
Ashlee Zimmer	Teacher	Jesse Stuart Elementary
Veronica Sharber Buckner	Teacher	Hopkins County Central High School
Eric Anderson	Teacher	Hopkins County Career and Tech

ASSURANCES
HOPKINS COUNTY SCHOOLS CERTIFIED EVALUATION PLAN

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

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

NAME	TITLE	NAME	TITLE
Wendy Gamblin	Admin	Amy Belcher	Teacher
Jan Richey	Admin	Lindsey Rogers	Teacher
Wendy Eaves	Admin	Lee Allen	Teacher
Eric Stone	Admin	Stacey Burns	Teacher
Marty Cline	Admin	Tina Peyton	Teacher
Tonia Griffey	Admin	Ashton Walls	Teacher
Andrew Belcher	Admin	Barbara Stoltz	Teacher
Ann Elkins	Admin	Veronica Sharber Buckner	Teacher
Jennifer Luttrell	Admin	Eric Anderson	Teacher
Rachel Sandberg	Admin/Counselor	Ashlee Zimmer	Teacher

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on <date>. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Chairperson, Board of Education Date

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Certified Evaluation Plan Teachers & Other Professionals

OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, designed, developed and implemented a statewide Professional Growth and Effectiveness System (PGES) in 2009.

With the passage of a new Senate Bill 1 in 2017, Hopkins County Schools implemented a district-developed system of evaluation and professional growth for the 2017-18 school year. With guidance from Kentucky Department of Education as meeting the requirements of KRS 156.557 and proposed 704 KAR 3:370, the district-developed system will be utilized for 2018-19 school year.

The goal of the Certified Evaluation Plan (CEP) is for every student to be taught by an effective teacher/other professional (OP) and every school to be led by an effective leader. The CEP is designed to create a fair and equitable system to measure teacher/OP and leader effectiveness and act as a catalyst for professional growth.

The plan found within this document will be utilized for certified teachers and other professionals. New intern teachers will only be required to complete KTIP for evaluation purposes. Other professionals include: speech language pathologists, school counselors, school psychologists, library media specialists, special education building coaches, and curriculum coordinators.

Roles and Definitions

1. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation committee**: means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** The successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **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.
15. **Peer observation:** The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).

17. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **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.
19. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
20. **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.
21. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **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.
24. **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.

For Additional Definitions and Roles, please see 704KAR 3:370.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice for teachers and other professionals to include librarians, guidance counselors, instructional coaches, therapeutic specialists, and school psychologists through the domains of:

Framework for Teaching	Specialist Frameworks for Other Professionals
Domain 1: Planning & Preparation	Domain 1: Planning & Preparation
Domain 2: Classroom Environment	Domain 2: Environment
Domain 3: Instruction	Domain 3: Delivery of Service
Domain 4: Professional Responsibilities	Domain 4: Professional Responsibilities

All domains will be considered in determining the evaluatee's professional performance measure of Planning, Environment, Instruction, and Professionalism. Domains 1 and 4 will be measured through artifacts, conferencing, and/or observations. Domains 2 and 3 will be measured through observation and conferencing.

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

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

Interdisciplinary Early Childhood Educators who teach in the preschool setting will utilize the Framework for Teaching and the Kentucky Preschool Guidance document.

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

Required Sources of Evidence

- Professional Growth Planning (PGP)
- Self-Reflection
- Observations

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

All Summative Ratings will be recorded on district-approved documents and submitted to the District Central Office.

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

Required

- **Observations conducted by certified supervisor observer(s)**
- **Self-reflection**
- **Professional growth plans**

Table 9: Other sources of evidence that can be used to support educator practice

Evidence as identified in Domains 1-4 of the Framework for Teaching	Performance based measures with rubrics
Walk-throughs	Formative and/or summative data
Use of professional feedback	Trend data
Curriculum units	Student academic data
Lesson plans	Student work samples
PLC contribution	Meaningful student feedback
Self-reflections	Student voice surveys & parent surveys
Professional conversations	Community engagement
Fulfillment of duties	Communication logs
Records of attendance	Evidence Tool for Planning & Preparation
Video lessons	Letters/memos of performance both outstanding or needs improvement
Action research	Other sources of evidence agreed upon by the evaluatee & evaluator
Committee participation	Engagement in professional organizations

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	Evaluator Observation	Evidence Pre-Conference Daily Practice						Observation										Evidence Pre/Post Conference Daily Practice					
	Self-Reflection	Self-Reflection & Professional Growth Plan																					
	Professional Growth																						

Assignment of Primary Evaluator

The immediate supervisor will assign the primary evaluator for each certified staff member assigned to his/her location by September 1st of each year. Late hires, after September 1st, will have an evaluator assigned within the first 30 days of employment.

Evaluator Evaluation & Observer Training

In order to evaluate teachers and other professionals, all evaluators are required to be trained in the initial certified evaluation training by KDE or the approved provider, as well as the district certified observation and evaluation training. Thereafter, a minimum of annual six-hour observation/evaluation training is required. The district observation/evaluation training will use the district selected or state observation-training platform. Evaluators shall be provided with district support, resources, and EILA-approved training. Evaluators shall meet the CEP requirements prior to conducting formative or summative evaluations.

Table 1: Observer/Evaluator Training

Evaluator Support			
Activity	**Resources**	**Staff Responsible**	**Timeline**
Successfully complete the state evaluator training	KDE or Other Approved Training	New Evaluator	Prior to evaluating teachers and other professionals
Study the Framework for Teaching (FfT)	Framework for Teaching (FfT)	New Evaluator	Within 30 calendar days of employment
District observation/evaluation 6 hr. minimum training	Observation Training Platform	Personnel Director All Observer/Evaluators	Prior to the start of school or within 30 days of employment

Serving Dual Roles

Educators serving dual roles shall be evaluated on the job role as determined by the evaluator.

Kentucky Teacher Intern Program (KTIP)

Teacher interns shall follow the KTIP process. KTIP data shall be used to inform the district performance measure for the summative rating.

Professional Practice

Self-Reflection and Professional Growth Planning

The self-reflection provides the educator an opportunity to reflect on professional practices and set focused goals through the development of a Professional Growth Plan (PGP). The PGP addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including professional growth needs identified through self-assessment, classroom observation feedback, and student achievement. In collaboration with the evaluator, explicit goals are identified to drive the focus of professional growth activities, support, and on-going reflection. Teachers and other professionals shall participate in self-reflection and PGP each year, which serve as sources of evidence for the summative evaluation.

The teachers and other professionals shall:

(1) Reflect on current growth needs based on multiple sources of data and identify areas of focus aligned with the school/district improvement plans
(2) Collaborate with the evaluator to develop a PGP
(3) Implement the plan
(4) Regularly reflect on the impact of the PGP making modifications as needed
(5) Collaborate with the evaluator to conduct an annual summative reflection, the degree of goal attainment, and next steps; document the PGP's completion or continuation.

Required:

- **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**
- **All teachers and other professionals will document self-reflection and professional growth planning in the state or district-approved platform.**

Table 2: Self-Reflection and Professional Growth Planning for Teachers and OP Timelines

Activity Components:	Timeline:	Evaluatee Roles:	Evaluator Roles
Initial Self-Reflection & First Draft of PGP	Within first 30 instructional days	Complete self-reflection and submit first draft of PGP in the state approved platforms	Collaborate with evaluatee & provide feedback on PGP
PGP Approval	By September 30th	Collaborate with evaluator for any needed revisions of PGP	Final approval of PGP in the state approved platforms
Ongoing Reflection & Data Collection	Throughout school year	Continuous reflection and data collection	Collaborate and support as needed
Final PGP Review	By April 15 summative year By May 15th for teachers not in summative year	Provide supporting evidence for PGP	Review PGP evidence
Corrective Action/Improvement Plan & Corrective Action Team	As needed throughout the process	See Corrective Action/Improvement Plan & Team section	See Corrective Action/Improvement Plan & Team section

***Protocol for Late Hires:**
All educators and other professionals hired October 1-March 1 will have 30 calendar days to complete the self-reflection and professional growth plan within the state or district-approved platform.

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation(s) for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice and will be used to inform the summative rating. Observations may begin after the teacher/other professional (OP) has participated in evaluation training, which must occur within 30 calendar days of reporting for employment. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model for One-Year Summative Cycle

The observation model must fulfill the following minimum criteria:

- Three observations in the summative cycle conducted by the supervisor.
- Final observation is conducted by the supervisor and is a full observation.
- Address any differences for Other Professionals.
- All observations (mini and full) must be documented on district-approved forms.
- In the summative year, signed and dated copies of the written summative evaluations shall be placed in the employee's personnel file at the district office.
- Employees shall have an opportunity to provide a written response to all evaluations which shall be placed in the employee's personnel file**.**

The Model

Observers will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. Mini observations may be announced or unannounced. The final observation is a formal observation consisting of a full class or lesson observation. Full observations must be announced. The required number of observations is the minimum requirement. Additional observation(s) may be conducted if deemed necessary by the primary evaluator.

One-Year Summative Cycle

Non-tenured teachers and other professionals are on a one (1) year cycle for evaluation. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures. Tenured teachers and other professionals on an Intensive Assistance Plan shall follow the one-year summative observation model.

Table 3: One Year Summative Cycle Observation Model for Teachers and Other Professionals

Observation Type	Observer	Observation Time	Observation Timeline
1st Mini	Evaluator	Minimum 20 minutes	Prior to Dec. 15
2nd Mini	Evaluator	Minimum 20 minutes	Prior to Dec. 15
Full	Evaluator	Full Class period or lesson	Prior to April 1
Summative Evaluation The evaluator shall complete the Summative Evaluation annually in the district electronic platform by April 15th, and provide a signed and dated hard copy to the Director of Human Resources for the employee's personnel file.			

Three-Year Summative Cycle

Tenured teachers and other professionals on a three (3) year summative cycle are required to have a minimum of one full observation from the evaluator within the three (3) year cycle. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures.

Table 4: Three Year Summative Cycle Observation Model for Teachers and Other Professionals

Cycle Year	Observation Type	Observer	Observation Time	Observation Timeline
Formative (T1) Year 1	Mini	Evaluator	Minimum 20 minutes	Prior to last day of school
Formative (T2) Year 2	Mini	Evaluator	Minimum 20 minutes	Prior to last day of school
Summative (T3) Year 3	Full	Evaluator	Full Class period or lesson	Prior to April 15
Summative Evaluation Document The evaluator shall complete the Summative Evaluation document in the district –approved platform by May 15th on a 3-year cycle and provide a signed and dated hard copy to the Director of Personnel for the employee's personnel file.				

****3 Year Cycle Year 1 (T1); 3 Year Cycle Year 2(T2); 3 Year Cycle Year 3 (T3)**

Timeline for Late Hires

Employees hired after the first instructional day during the first semester shall complete all components of the observation schedule. All one year cycle educators and other professionals who miss 60 consecutive instructional days or more, including late hires or breaks in service, will receive 1 mini observation prior to their full observation.

Observation Conferencing

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

Required

- **The evaluator may determine that the pre-conference be conducted through electronic, written, or personal correspondence on full and mini observations.**
- **Conduct observation post-conference within five working days following each observation.**
- **Mini-observation post conferences may be conducted through electronic, written, or personal correspondence while post conference will be completed in person for the full observation.**
- **The summative evaluation conference shall be held at the end of the summative evaluation cycle.**

Table 5: Observation Pre-Conference

Observation Pre-conference for Teachers & OP				
Observer	**Observation Type**	**Resource**	**Timeline**	**Pre-Conference Format**
Evaluator	Announced Mini And Full Observations	➢ *Pre-Observation and Planning/Professionalism Evidence Tool* ➢ Teacher's Lesson Plan & Instructional Documents	Prior to Observation	Evaluator's Choice: ➢ In-person or by email
	Unannounced Mini	N/A	N/A	N/A

Observation Types

Mini Observations:
Evaluatee shall make available lesson plans in the approved state platform, or electronically, complete the Pre-Observation and Planning/Professionalism Evidence Tool, and/or any other requested documentation to evaluator within timeframe established by evaluator.

Full Observations:
Evaluatee shall make available lesson plans electronically and/or any other requested documentation to evaluator within timeframe established by evaluator prior to the full observation. Evaluatee shall complete the post-observation form prior to the post-observation conference. A post-observation conference shall be conducted within five (5) working days of the full observation.

Summative Conference:
A summative evaluation conference shall be held at the end of the summative evaluation cycle for all educators and other professionals. Summative conferences for one-year cycle educators and other professionals must be completed by April 15. Summative conference for three-year cycle educators and other professionals must be completed by May 15.

Post Conference for Observation(s) & Summative Evaluation

In preparation for the post conference for mini, full, and OP site visits, the evaluatee shall answer and submit the *Post Conference Document* reflective questions to the evaluator. The post conference shall be in person and must occur within five (5) working days following each observation/site visit. The evaluatee shall be provided access to the Post Conference Document.

Table 8: Post Conference Resources & Timelines

Resources	Post-conference Timeline
➢ *Pre-observation and Planning/Professionalism Evidence Tool Teacher's Lesson Plan* ➢ *Observation evidence* ➢ *KY Framework* ➢ *Other evidence* ➢ *Post Conference Document*	5 Working Days of Observation
◆ *Summative Conference Document*	Non-tenured April 15th Tenured May 15st

Determining the Overall Rating for Summative Evaluation

Supervisors are responsible for determining an Overall Performance Rating for each teacher or other professional at the conclusion of the summative evaluation year. The Overall Performance Rating is informed by the educator's rating on professional practice. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

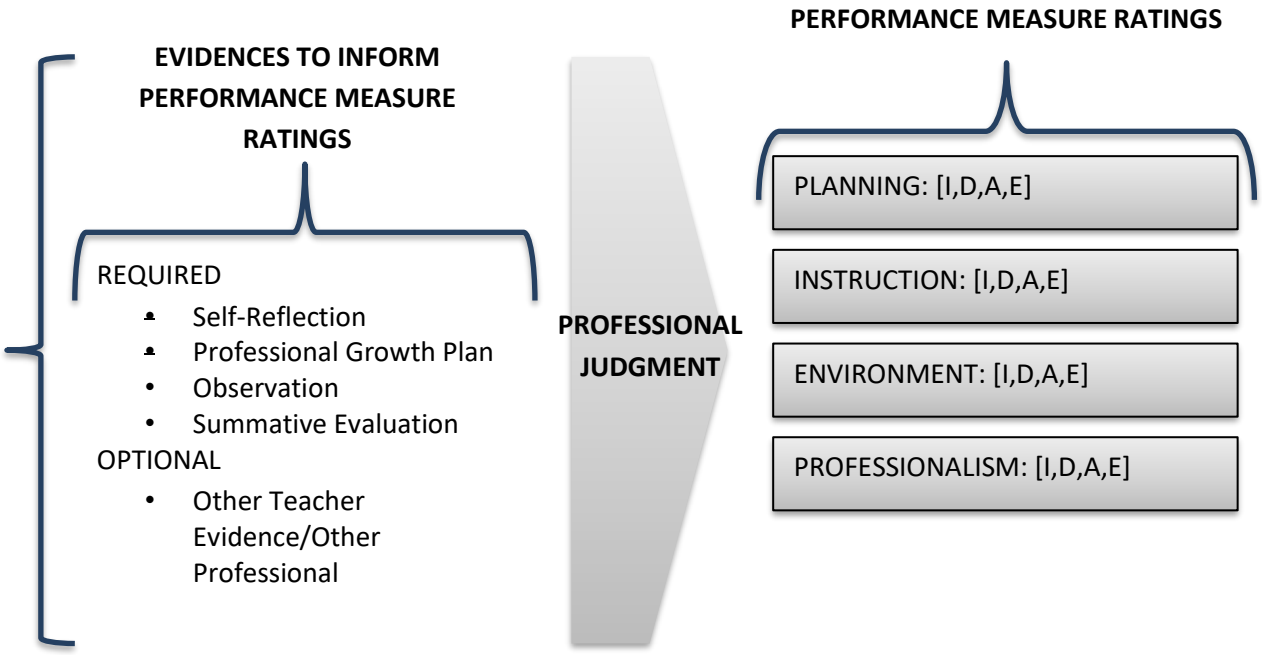
The Summative Process

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

The summative 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 described under each Domain at the culmination of an educator's cycle for a summative rating.

Required

- **Provide a summative rating for each domain based on evidence.**
- **All ratings must be recorded on the district-approved form.**



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 rating.
The four performance measures are as follows:

- **Exemplary** rating consistently exceeds expectations for effective performance.
- **Accomplished** rating consistently meets expectations for effective performance.
- **Developing** rating inconsistently meets expectations for effective performance.
- **Ineffective** rating consistently fails to meet expectations for effective performance.

Summative Evaluation Process

- 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 15th for three-year cycle process.
- The observation results from mini and full observations for teachers and observations or site visits for Other Professionals and other evidence in the cycle will be reviewed to assign an Overall Performance Rating for: Planning, Environment, Instruction or Delivery of Service (Other Professionals), and Professionalism. Then, the *Criteria for Determining Overall Performance Measure for a Summative Rating* will be applied to determine the overall summative rating.
- All evaluatees shall be provided a copy of the summative form through electronic access or a hard copy.
- 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.
- The district certified evaluation plan shall provide an opportunity for the evaluatee to submit a written statement in response to the summative rating and require the response to be included in the official personnel record.
- In addition to the appropriate KTIP forms, KTIP interns shall receive performance measures on the district's summative evaluation document in the summative conference.

Determining the Overall Performance Measure for a Summative Rating

An educator's Overall Performance Category is determined using the following steps:

1. **Determine the individual measure ratings through the use of sources of evidence and professional judgment.**
2. **Apply District Decision Rules for determining an educator's Professional Practice rating.**

Table 9: Criteria For Determining Professional Practice Rating

Determining Performance Measure for an Overall Summative Rating	
IF	**THEN**
If Environment and Instruction/Delivery of Service are both rated ineffective	The Summative Rating is ineffective.
If Environment or Instruction/Delivery of Service 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 rated accomplished.

If two Performance Measures are rated developing and two are rated exemplary	The Summative Rating shall be rated accomplished.
If two Performance Measures are rated accomplished and two are rated exemplary.	The Summative Rating shall be rated exemplary

3. Apply District Overall Decision Rules for determining teacher or other professional Overall Performance Rating.

Table 10: Criteria for Determining a Teacher or Other Professional Overall Performance Rating

Determining Overall Performance Rating	
IF	**THEN**
Professional Practice Rating	**Overall Performance Rating**
Exemplary	Exemplary
Accomplished	Accomplished
Developing	Developing
Ineffective	Ineffective

Required

- **All summative ratings must be recorded on the district-approved documents and submitted to the District Central Office.**
- **Implement the Overall Performance Measure process for determining effectiveness.**

Corrective Action/Improvement Plan

A Corrective Action/Improvement Plan is to provide the teacher/administrator/other professional with additional assistance and supervision to help him/her to meet performance expectations as outlined in the district Certified Evaluation Plan. The Plan may be written at any time during the school year if the teacher/administrator/other professional demonstrates behaviors contrary to the representative duties/essential functions as outlined in the job description, and/or exhibits ineffective practices as outlined in the Kentucky Framework for Teaching and Other Professionals, the Principal Performance Standards, or the Superintendent Standards.

A Corrective Action/Improvement Plan will be developed by the evaluator to address specific deficiencies in the teacher/administrator/other professional's performance and/or behavior(s). Once a Corrective Action Plan has been implemented, there will be more specific assistance provided to improve performance and more frequent monitoring and review of progress by the evaluator.

The evaluator will show evidence of supports provided to the evaluatee by documenting minutes of all meetings regarding the Corrective Action/Improvement Plan. All Corrective Action/Improvement Plan review meeting minutes shall include:

- a list of all participants
- signatures of all in attendance
- dates and times of review meetings
- deficiencies discussed
- goals addressing indicator(s) and/or representative duties/essential functions identified as areas of improvement
- activities/strategies to facilitate goal attainment
- date of next review

When the deficiency has been corrected, the evaluatee will move back into the Professional Growth Plan Cycle. If there is no improvement with the Corrective Action/Improvement Plan, the evaluator may choose to seek the help of a Corrective Action Team to work with the employee.

Corrective Action Team

A Corrective Action Team may be requested by the evaluator if the initial Corrective Action Plan leads to limited or no improvement. The following procedures would be initiated:

- The evaluator conferences with the employee and indicates the desire to form a corrective action team.
- The evaluator will conduct at minimum one mini and one full observation.
- In collaboration with the employee, a team will be mutually selected.
- A district representative shall be a member of the Corrective Action Team.
- All Corrective Action Team meeting minutes shall include:
    - a list of all participants including at minimum one district representative
    - signatures of all in attendance
    - dates and times of review meetings
    - deficiencies discussed
    - goals addressing indicator(s) and/or representative duties/essential functions identified as areas of improvement
    - activities/strategies to facilitate goal attainment
    - date of next review

If the employee, in the judgement of the evaluator, makes sufficient progress with the team's assistance, then the employee may be placed back onto the Corrective Action Plan or into the Professional Growth Plan Cycle. If there is no improvement with the Corrective Action Team, the district may choose to terminate the employment of the teacher or other professional.

Appeals

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix.

According to 156.557 Section 9,

Section 9.

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected for a three-year term by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of the election year. The election shall be conducted by a district contact person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/One vote
- All certified employees are given the opportunity to vote

The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.

2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:

- If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
- The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
- If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
- The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
- If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.

3. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.

2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.

3. The hearing will adhere to the following format:

- Reading of the written appeal by the LEAP Chairperson.

- Questioning of the evaluatee and/or evaluator by the panel.
- Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
- Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
- Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
- Dismissal of hearing.

4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.

5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP 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 LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
- Uphold the evaluation; or
- Call for a second evaluation by a trained evaluator.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

9. The Appeal 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.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.

2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

3. Based on the issues identified in the certified personnel's appeal documentation the LEAP 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 LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
- Uphold the evaluation; or
- Call for a second evaluation by a trained evaluator.

4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal 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.

Hopkins County Schools

2020-2021

Certified Evaluation Plan

For

Teachers

&

Other Professionals

Appendix

Initial Self-Reflection for Guidance Counselors/Social Workers

Directions: Select the overall performance level for each domain as identified by the Kentucky Framework for Teaching and provide a rationale for your response.

Name: Click to enter name. Date: Click to enter a date. School: Click to enter school.

Domain	Overall Performance Rating	Self-Reflection
Domain 1--Planning and Preparation • 1A--Demonstrating knowledge of counseling theory and techniques • 1B--Demonstrating knowledge of child and adolescent development • 1C—Establishing goals for the counseling program appropriate to the setting and the students served • 1D--Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district • 1E—Plan in the counseling program integrated with the regular school program • 1F—Developing a plan to evaluate the counseling program	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 2—The Environment • 2A—Creating an environment of respect and rapport • 2B—Establishing a culture for productive communication • 2C—Managing routines and procedures • 2D—Establishing standards of conduct and contributing to the culture for student behavior throughout the school	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

• 2E—Organizing physical space		
Domain 3—Delivery of Service • 3A—Assessing student needs • 3B—Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of students needs • 3C—Using counseling techniques is individual and classroom programs • 3D—Brokering resources to meet needs • 3E—Demonstrating flexibility and responsiveness	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 4--Professional Responsibilities • 4A—Reflecting on practice • 4B—Maintaining records and submitting them in a timely fashion • 4C—Communicating with families • 4D—Participating in a professional community • 4E—Engaging in professional development • 4F—Showing professionalism	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Initial Self-Reflection for Instructional Specialists

Directions: Select the overall performance level for each domain as identified by the Kentucky Framework for Teaching and provide a rationale for your response.

Name: Click to enter name. Date: Click to enter a date. School: Click to enter school.

Domain	Overall Performance Rating	Self-Reflection
Domain 1--Planning and Preparation • 1A--Demonstrating knowledge of current trends in specialty area and professional development • 1B—Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program • 1C—Establishing goals for the instructional support program appropriate to the setting and teachers served • 1D—Demonstrating knowledge of resources both within and beyond the school and district • 1E—Planning the instructional support program integrated with the overall school program • 1F—Developing a plan to evaluate the instructional support program	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 2--Environment • 2A—Creating an environment of trust and respect • 2B—Establishing a culture for ongoing instructional improvement • 2C—Establishing clear procedures for teachers to gain access to the instructional support	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

• 2D—Establishing and maintaining norms of behavior for professional interactions • 2E—Organizing physical space for workshops or training		
Domain 3—Delivery of Service • 3A—Collaborating with teachers in the design of instructional units and lessons • 3B—Engaging teachers in learning new instructional skills • 3C—Sharing expertise with staff • 3D—Locating resources for teachers to support instructional improvement • 3E—Demonstrating flexibility and responsiveness	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 4--Professional Responsibilities • 4A—Reflecting on practice • 4B—Preparing and submitting budgets and reports • 4C—Coordinating work with other instructional specialists • 4D—Participating in a professional community • 4E—Engaging in professional development • 4F—Showing professionalism including integrity and confidentiality	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Initial Self-Reflection for Library Media Specialists

Directions: Select the overall performance level for each domain as identified by the Kentucky Framework for Teaching and provide a rationale for your response.

Name: Click to enter name. Date: Click to enter a date. School: Click to enter school.

Domain	Overall Performance Rating	Self-Reflection
Domain 1--Planning and Preparation • 1A--Demonstrating Knowledge of Content Curriculum and Process • 1B--Demonstrating Knowledge of Students • 1C—Supporting Instructional Goals • 1D--Demonstrating Knowledge and Use of Resources • 1E—Demonstrating a Knowledge of Literature and Lifelong Learning • 1F—Collaborating in the Design of Instructional Experiences	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 2—Library Environment • 2A—Creating an Environment of Respect and Rapport • 2B—Establishing a Culture for Learning • 2C—Managing Library Procedures • 2D—Managing Student Behavior • 2E—Organizing Physical Space	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 3—Instruction/Delivery of Service • 3A—Communicating Clearly and Accurately • 3B—Using Questioning and Research Techniques • 3C—Engaging Students in Learning • 3D—Assessment in instruction (whole class,	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

one-on-one, and small group) • 3E—Demonstrating Flexibility and Responsiveness		
Domain 4--Professional Responsibilities • 4A—Reflecting on Practice • 4B—Maintaining Accurate Records • 4C—Communicating with School Staff and Community • 4D—Participating in a Professional Community • 4E—Growing and Developing Professionally • 4F—Collection Development and Maintenance • 4G—Managing the Library Budget • 4H—Managing Personnel • 4I—Professional Ethics	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Initial Self-Reflection for School Psychologists

Directions: Select the overall performance level for each domain as identified by the Kentucky Framework for Teaching and provide a rationale for your response.

Name: Click to enter name. Date: Click to enter a date. School: Click to enter school.

Domain	Overall Performance Rating	Self-Reflection
Domain 1--Planning and Preparation • 1A--Demonstrating knowledge and skill in using psychological instruments to evaluate students • 1B—Demonstrating knowledge of child and adolescent development and psychopathology • 1C—Establishing goals for the psychology program appropriate to the setting and the students served • 1D—Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district • 1E—Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention • 1F—Developing a plan to evaluate the psychology program	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 2—The Environment • 2A—Establishing rapport with students • 2B—Establishing a culture for positive mental health throughout the school • 2C—Establishing and maintaining clear procedures for referrals	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

• 2D—Establishing standards of conduct in the testing center • 2E—Organizing physical space for testing of students and storage of materials		
Domain 3—Delivery of Service • 3A—Responding to referrals and consulting with teachers and administrators • 3B—Evaluating student needs and compliance with the National Association of School Psychologists (NASP) guidelines • 3C—Chairing evaluation team • 3D—Planning interventions to maximize student's likelihood of success • 3E—Maintaining contact with physicians and community mental health service providers • 3F—Demonstrating flexibility and responsiveness	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 4--Professional Responsibilities • 4A—Reflecting on practice • 4B—Collaborating with families • 4C—Maintaining accurate records • 4D—Participating in a professional community • 4E—Engaging in professional development • 4F—Showing professionalism	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Initial Self-Reflection for Teachers

Directions: Select the overall performance level for each domain as identified by the Kentucky Framework for Teaching and provide a rationale for your response.

Name: Click to enter name. Date: Click to enter a date. School: Click to enter school.

Domain	Overall Performance Rating	Self-Reflection
Domain 1--Planning and Preparation • 1A--Demonstrating Knowledge of Content and Pedagogy • 1B--Demonstrating Knowledge of Students • 1C--Selecting Instructional Outcomes • 1D--Demonstrating Knowledge of Resources • 1E--Designing Coherent Instruction • 1F—Designing Student Assessment	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 2--Classroom Environment • 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	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 3--Instruction • 3A—Communicating with Students • 3B—Using Questioning and Discussion Techniques • 3C—Engaging Students in Learning • 3D—Using Assessment in Instruction • 3E—Demonstrating Flexibility and Responsiveness	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Domain 4--Professional Responsibilities • 4A—Reflecting on Teaching • 4B—Maintaining Accurate Records • 4C—Communicating with Families • 4D—Participating in a Professional Community • 4E—Growing and Developing Professionally • 4F—Demonstrating Professionalism	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Initial Self-Reflection for Therapeutic Specialists (SLP/OT/PT)

Directions: Select the overall performance level for each domain as identified by the Kentucky Framework for Teaching and provide a rationale for your response.

Name: Click to enter name. Date: Click to enter a date. School: Click to enter school.

Domain	Overall Performance Rating	Self-Reflection
Domain 1--Planning and Preparation • 1A--Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license • 1B—Establishing goals for the therapy program appropriate to the setting and the students served • 1C—Demonstrating knowledge of district, state, and federal regulations and guidelines • 1D—Demonstrating knowledge of resources both within and beyond the school and district • 1E—Planning the therapy program integrated with the regular school program to meet the needs of individual students • 1F—Developing a plan to evaluate the therapy program	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 2—The Environment • 2A—Establishing rapport with students • 2B—Organizing time effectively • 2C—Establishing and maintaining clear procedures for referrals • 2D—Establishing standards of conduct in the treatment center • 2E—Organizing physical space for testing of	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

students and providing therapy		
Domain 3—Delivery of Service • 3A—Responding to referrals and evaluating student needs • 3B—Developing and implementing treatment plans to maximize student success • 3C—Communicating with families • 3D—Collecting information; writing reports • 3E—Demonstrating flexibility and responsiveness	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.
Domain 4--Professional Responsibilities • 4A—Reflecting on practice • 4B—Collaborating with teachers and administrators • 4C—Maintaining an effective data management system • 4D—Participating in a professional community • 4E—Engaging in professional development • 4F—Showing professionalism including integrity, advocacy, and maintaining confidentiality	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**	Click or tap here to enter text.

Professional Growth Plan (PGP) for Teachers and Other Professionals

Directions: Complete the following professional growth plan. Utilize your self-reflection, Framework for Teaching, student data, and other professional needs as sources of information for goal and action step development.

Name: Click to enter name. **Date:** Click to enter date. **School:** Click to enter school.

Domain and Indicator Connection: Click to enter text.

PGP Goal: What do I want to change about my teaching that will effectively impact student learning?

Click here to enter text.

Action Steps: What will I need to do in order to learn my identified skill or content? How will I accomplish my goal?

Click here to enter text.

Resources and Support: What resources and/or support will I need to complete my plan?

Click here to enter text.

Targeted Completion Date: Click to enter a date.

Professional Growth Plan (PGP) Initial Approval Signatures	**Teacher/OP Signature:** _____ **Date:**_____	**Evaluator's Signature:** _____ **Date:**_____

Evaluator Feedback:

Click here to enter text.

This goal was: ☐ Achieved ☐ Not Achieved

Professional Growth Plan (PGP) End-of-Year Signatures	**Teacher/OP Signature:** _____ **Date:**_____	**Evaluator's Signature:** _____ **Date:**_____

Other Professional Pre-Observation and Planning/Professionalism Evidence Tool

Directions: The teacher shall complete the Pre-Observation Document for scheduled observations prior to the pre-conference.

Other Professional: Click to enter text.	**Position:** Click to enter text.	**School:** Click to enter text.
Evaluator: Click to enter text.	**Pre-Conference Date:** Click to enter date.	**Observation Date:** Click to enter date.

Pre-Conference Type (Check One): ☐Pre-Conference in person ☐ Pre-Conference via electronic document

Observation Type (Check One): ☐ **Mini #1** ☐ **Mini #2** ☐ **Full**

1.	**Describe the types of activities/work that will be observed/discussed during the scheduled observation/site visit.** Click here to enter text.
2.	**Identify the domain and describe how the activities/work performed relates to the Specialist Framework for this position.** Click here to enter text.
3.	**What evidence will show that the objectives or targets for the work have been successfully achieved?** Click here to enter text.
4.	****Evaluator may add question here related to school instructional focus**** Click here to enter text.
5.	**What action has been taken toward achieving your Professional Growth Goal that will be observable during this observation/site visit?** Click here to enter text.
6.	**What aspects of your activities/work would you like specific feedback from today's observation/site visit?** Click here to enter text.

Planning:

Other Professional provided plan for activities/work. ☐Yes ☐No

Professionalism:

Other Professional provided PGP actions as indicated in question 5. ☐Yes ☐No

Other Professional completed pre-observation and planning tool in timely fashion. ☐ Yes ☐ No

Other Professionals Mini Observation Document

School Counselors/Social Workers

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text. **Check Mini #1☐ Mini #2 ☐**		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating an environment of respect and rapport				
2B Establishing a culture for productive communication				
2C Managing routines and procedures				
2D Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
2E Organizing physical space				
Comments: Click here to enter text.				

Domain 3—Delivery of Service **Ratings:**	**I**	**D**	**A**	**E**
3A Assessing student needs				
3B Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of students				
3C Using counseling techniques in individual and classroom programs				
3D Brokering resources to meet needs				
3E Demonstrating flexibility and responsiveness				
Comments: Click here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Counselor/Social Worker Comments: Click here to enter text.

Counselor/Social Worker Signature: _____ **Date: _____**

Other Professionals Full Observation and Site Visit Document

School Counselors/Social Workers

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text.		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 1—Planning and Preparation **Ratings:**	**I**	**D**	**A**	**E**
1A Demonstrating knowledge and counseling theory and techniques				
1B Demonstrating knowledge of child and adolescent development				
1C Establishing goals for the counseling program appropriate to the setting and the students served				
1D Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1E Planning the counseling program integrated with the regular school program				
1F Developing a plan to evaluate the counseling program				
Comments: Click to enter text.				

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating an environment of respect and rapport				
2B Establishing a culture for productive communication				
2C Managing routines and procedures				
2D Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
2E Organizing physical space				
Comments: Click here to enter text.				

Domain 3—Delivery of Service Ratings:	I	D	A	E
3A Assessing student needs				
3B Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of students				
3C Using counseling techniques in individual and classroom programs				
3D Brokering resources to meet needs				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Domain 4—Professional Responsibilities Ratings:	I	D	A	E
4A Reflecting on practice				
4B Maintaining records and submitting them in a timely fashion				
4C Communicating with families				
4D Participating in a professional community				
4E Engaging in professional development				
4F Showing professionalism				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Counselor/Social Worker Comments: Click here to enter text.

Counselor/Social Worker Signature: _____ **Date: _____**

Other Professionals Mini Observation Document

Instructional Specialists

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text. **Check: Mini #1☐ Mini #2☐**		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating an environment of trust and respect				
2B Establishing a culture for ongoing instructional improvement				
2C Establishing clear procedures for teachers to gain access to the instructional support				
2D Establishing and maintaining norms of behavior for professional interactions				
2E Organizing physical space for workshops or training				
Comments: Click here to enter text.				

Domain 3—Delivery of Service **Ratings:**	**I**	**D**	**A**	**E**
3A Collaborating with teachers in the design of instructional units and lessons				
3B Engaging teachers in learning new instructional skills				
3C Sharing expertise with staff				
3D Locating resources for teachers to support instructional improvement				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Instructional Specialist Comments: Click here to enter text.

Instructional Specialist Signature: _____ **Date: _____**

Other Professionals Full Observation and Site Visit Document

Instructional Specialists

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text.		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 1—Planning and Preparation **Ratings:**	**I**	**D**	**A**	**E**
1A Demonstrating knowledge of current trends in specialty area and professional development				
1B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
1C Establishing goals for the instructional support program appropriate to the setting and the teachers served				
1D Demonstrating knowledge of resources both within and beyond the school and district				
1E Planning the instructional support program integrated with the overall school program				
1F Developing a plan to evaluate the instructional support program				
Comments: Click to enter text.				

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating an environment of trust and respect				
2B Establishing a culture for ongoing instructional improvement				
2C Establishing clear procedures for teachers to gain access to the instructional support				
2D Establishing and maintaining norms of behavior for professional interactions				
2E Organizing physical space for workshops or training				
Comments: Click here to enter text.				

Domain 3—Delivery of Service Ratings:	I	D	A	E
3A Collaborating with teachers in the design of instructional units and lessons				
3B Engaging teachers in learning new instructional skills				
3C Sharing expertise with staff				
3D Locating resources for teachers to support instructional improvement				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Domain 4—Professional Responsibilities Ratings:	I	D	A	E
4A Reflecting on practice				
4B Preparing and submitting budgets and reports				
4C Coordinating work with other instructional specialists				
4D Participating in a professional community				
4E Engaging in professional development				
4F Showing professionalism including integrity and confidentiality				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Instructional Specialist Comments: Click here to enter text.

Instructional Specialist Signature: _____ **Date: _____**

Other Professionals Mini Observation Document

Library Media Specialists

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text. **Check: Mini #1☐ Mini #2☐**		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating an environment of respect and rapport				
2B Establishing a culture for learning				
2C Managing library procedures				
2D Managing student behavior				
2E Organizing physical space				
Comments: Click here to enter text.				

Domain 3—Delivery of Service **Ratings:**	**I**	**D**	**A**	**E**
3A Communicating clearly and accurately				
3B Using questioning and research techniques				
3C Engaging students in learning				
3D Assessment in instruction (whole class, one-on-one, and small group)				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Library Media Specialist Comments: Click here to enter text.

Library Media Specialist Signature: _____ **Date: _____**

Other Professionals Full Observation and Site Visit Document

Library Media Specialists

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text.		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 1—Planning and Preparation **Ratings:**	**I**	**D**	**A**	**E**
1A Demonstrating knowledge of content, curriculum, and process				
1B Demonstrating knowledge of students				
1C Supporting instructional goals				
1D Demonstrating knowledge and use of resources				
1E Demonstrating a knowledge of literature and lifelong learning				
1F Collaborating in the design of instructional experiences				
Comments: Click to enter text.				

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating an environment of respect and rapport				
2B Establishing a culture for learning				
2C Managing library procedures				
2D Managing student behavior				
2E Organizing physical space				
Comments: Click here to enter text.				

Domain 3—Delivery of Service Ratings:	I	D	A	E
3A Communicating clearly and accurately				
3B Using questioning and research techniques				
3C Engaging students in learning				
3D Assessment in instruction (whole class, one-on-one, and small group)				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Domain 4—Professional Responsibilities Ratings:	I	D	A	E
4A Reflecting on practice				
4B Maintaining accurate records				
4C Communicating with school staff and community				
4D Participating in a professional community				
4E Growing an developing professionally				
4F Collection, development, and maintenance				
4G Managing the library budget				
4H Managing personnel				
4I Professional ethics				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Library Media Specialist Comments: Click here to enter text.

Library Media Specialist Signature: _____ **Date: _____**

Other Professionals Mini Observation Document

Therapeutic Specialists (SLP/OT/PT)

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text. **Check: Mini #1☐ Mini #2☐**		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Establishing rapport with students				
2B Organizing time effectively				
2C Establishing and maintaining clear procedures for referrals				
2D Establishing standards of conduct in the treatment center				
2E Organizing physical space for testing of students and providing therapy				
Comments: Click here to enter text.				

Domain 3—Delivery of Service **Ratings:**	**I**	**D**	**A**	**E**
3A Responding to referrals and evaluating student needs				
3B Developing and implementing treatment plans to maximize students success				
3C Communicating with families				
3D Collecting information; writing reports				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Therapeutic Specialist Comments: Click here to enter text.

Teacher's Signature: _____ **Date: _____**

Other Professionals Full Observation and Site Visit Document

Therapeutic Specialists (SLP/OT/PT)

Other Professional: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text.		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 1—Planning and Preparation **Ratings:**	**I**	**D**	**A**	**E**
1A Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate and license				
1B Establishing goals for the therapy program appropriate to the setting and the students served				
1C Demonstrating knowledge of district, state, and federal regulations and guidelines				
1D Demonstrating knowledge of resources both within and beyond the school and district				
1E Planning the therapy program integrated with the regular school program to meet the needs of individual students				
1F Developing a plan to evaluate the therapy program				
Comments: Click to enter text.				

Domain 2—The Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Establishing rapport with students				
2B Organizing time effectively				
2C Establishing and maintaining clear procedures for referrals				
2D Establishing standards of conduct in the treatment center				
2E Organizing physical space for testing of students and providing therapy				
Comments: Click here to enter text.				

Domain 3—Delivery of Service Ratings:	I	D	A	E
3A Responding to referrals and evaluating student needs				
3B Developing and implementing treatment plans to maximize students success				
3C Communicating with families				
3D Collecting information; writing reports				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Domain 4—Professional Responsibilities Ratings:	I	D	A	E
4A Reflecting on practice				
4B Collaborating with teachers and administrators				
4C Maintaining an effective data management system				
4D Participating in a professional community				
4E Engaging in professional development				
4F Showing professionalism including integrity, advocacy, and maintaining confidentiality				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Therapeutic Specialist Comments: Click here to enter text.

Teacher's Signature: _____ **Date: _____**

Post-Conference Document for Other Professionals

Directions: The teacher shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post-conference.

Other Professional: Click to enter text.	**Position:** Click to enter text.	**School:** Click to enter text.
Evaluator: Click to enter text.	**Observation Date:** Click to enter a date.	**Post-Conference Date:** Click to enter a date.
Check Observation/Site Visit Type:	**Mini #1 ☐**	**Mini #2 ☐** **Full ☐**

1.	**Was the objective or target successfully accomplished during the observation/site visit? How do you know?** Click to enter text.
2.	**If you had an opportunity to conduct this lesson or work again, is there anything that you would do differently? What/Why?** Click here to enter text.
3.	**What do you see as the next step(s) in your professional growth for addressing the needs you have identified through self-reflection?** Click here to enter text.

The evaluator shall provide an overall rating for each performance measure, which is informed from the observation, the performance measure evidence tool, and other sources of evidence.

Performance Measures **Ratings:**	**I**	**D**	**A**	**E**
Planning and Preparation				
The Environment				
Delivery of Service				
Professionalism				

Professional Growth Plan Review Comments: Click here to enter text.

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date:** _____

Other Professional's Comments: Click here to enter text.

Other Professional's Signature: _____ **Date:** _____

Summative Rating for Other Professionals

Other Professional's Name: Click here to enter text.	**Position:** Click here to enter text.	**School:** Click here to enter text.
Evaluator's Name: Click here to enter text.		**Date:** Click to enter a date.

Step One: Assign the overall rating for each domain below.

Performance Measures **Ratings:**	**I**	**D**	**A**	**E**
Domain 1—Planning and Preparation				
Domain 2—The Environment				
Domain 3—Delivery of Service				
Domain 4—Professional Responsibilities				

Step Two: Using the table below, assign the overall summative rating.

Determining Performance Measure for an Overall Summative Rating	
IF	**THEN**
If Environment and Delivery of Service are BOTH rated ineffective	The summative rating is ineffective.
If Environment OR Delivery of Service 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 rated accomplished.
If two performance measures are rated developing and two are rated exemplary	The summative rating shall be rated accomplished.
If two performance measures are rated accomplished and two are rated exemplary	The summative rating shall be rated exemplary.

The Overall Summative Rating is: **Click here to enter text.**

Check: Professional Growth Plan was reviewed and updated. YES ☐ NO☐

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date:** _____

Other Professional Comments: Click here to enter text.

Other Professional's Signature: _____ **Date:** _____

Teacher Pre-Observation and Planning/Professionalism Evidence Tool

Directions: The teacher shall complete the Pre-Observation Document for scheduled observations prior to the pre-conference.

Name: Click to enter text.	**Grade/Subject:** Click to enter text.	**School:** Click to enter text.
Evaluator: Click to enter text.	**Pre-Conference Date:** Click to enter date.	**Observation Date:** Click to enter date.

Pre-Conference Type (Check One): ☐Pre-Conference in person ☐ Pre-Conference via electronic document

Observation Type (Check One): ☐ **Mini #1** ☐ **Mini #2** ☐ **Full**

1.	**Briefly describe the demographic information for the class to be observed.** Click here to enter text.
2.	**What is the identified learning target for the lesson?** Click here to enter text.
3.	**What formative assessment tool/strategy will be used to measure student achievement of the learning target?** Click here to enter text.
4.	****Evaluator may add question here related to school instructional focus**** Click here to enter text.
5.	**What action has been taken toward achieving your Professional Growth Goal that will be observable during this lesson?** Click here to enter text.
6.	**What aspects of your instruction would you like specific feedback from today's observation?** Click here to enter text.

Planning: Teacher provided lesson plan ☐Yes ☐No

Professionalism: Teacher provided PGP actions as indicated in question 5. ☐Yes ☐No

Teacher completed pre-observation and planning tool in timely fashion. ☐ Yes ☐ No

Teacher Mini Observation Document

Teacher: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text. **Check Mini #1☐ Mini #2☐**		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 2—Classroom Environment **Ratings:**	**I**	**D**	**A**	**E**
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				
Comments: Click here to enter text.				

Domain 3—Instruction **Ratings:**	**I**	**D**	**A**	**E**
3A Communicating with students				
3B Using questioning and discussion techniques				
3C Engaging students in learning				
3D Using assessment in instruction				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Teacher Comments: Click here to enter text.

Teacher's Signature: _____ **Date: _____**

Teacher Full Observation Document

Teacher: Click to enter text.	**Evaluator:** Click to enter text.	**School:** Click to enter text.
Grade Level/Subject(s): Click to enter text.		**Observation Date:** Click to enter a date.

Indicate the rating for each Performance Measure

Domain 1—Planning and Preparation **Ratings:**	**I**	**D**	**A**	**E**
1A Knowledge of content and pedagogy				
1B Demonstrating knowledge of students				
1C Setting instructional outcomes				
1D Demonstrating knowledge of resources				
1E Designing coherent instruction				
1F Designing student assessment				
Comments: Click to enter text.				

Domain 2—Classroom Environment **Ratings:**	**I**	**D**	**A**	**E**
2A Creating and environment of respect and rapport				
2B Establishing a culture for learning				
2C Managing classroom procedures				
2D Managing student behavior				
2E Organizing physical space				
Comments: Click here to enter text.				

Domain 3—Instruction **Ratings:**	**I**	**D**	**A**	**E**
3A communicating with students				
3B Using questioning and discussion techniques				
3C Engaging students in learning				
3D Using assessment in instruction				
3E Demonstrating flexibility and responsiveness				
Comments: Click or tap here to enter text.				

Domain 4—Professional Responsibilities Ratings:	I	D	A	E
4A Reflecting on teaching				
4B Maintaining accurate records				
4C Communicating with families				
4D Participating in the professional community				
4E Showing professionalism				
Comments: Click or tap here to enter text.				

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Teacher Comments: Click here to enter text.

Teacher's Signature: _____ **Date: _____**

Post-Conference Document for Teachers

Directions: The teacher shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post-conference.

Teacher: Click to enter text.	**Grade Level/Subject:** Click to enter text.	**School:** Click to enter text.
Evaluator: Click to enter text.	**Observation Date:** Click to enter a date.	**Post-Conference Date:** Click to enter a date.
Check Observation Type:	**Mini #1** ☐ **Mini #2** ☐	**Full** ☐

1.	**Did students master the intended learning target? What evidence supports your conclusion? What are your next steps for those students who did not achieve mastery?** Click to enter text.
2.	**If teaching this lesson again, what would you do differently? Why?** Click here to enter text.
3.	**What do you see as the next step(s) in your professional growth for addressing the needs you have identified through self-reflection?**

The evaluator shall provide an overall rating for each performance measure, which is informed from the observation, the performance measure evidence tool, and other sources of evidence.

Performance Measures **Ratings:**	**I**	**D**	**A**	**E**
Planning and Preparation				
The Environment				
Instruction				
Professionalism				

Professional Growth Plan Review Comments: Click here to enter text.

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date: _____**

Teacher's Comments: Click here to enter text.

Teacher's Signature: _____ **Date: _____**

Summative Rating for Teachers

Teacher's Name: Click here to enter text.	**Grade/Subject:** Click here to enter text.	**School:** Click here to enter text.
Evaluator's Name: Click here to enter text.		**Date:** Click to enter a date.

Step One: Assign the overall rating for each domain below.

Performance Measures **Ratings:**	**I**	**D**	**A**	**E**
Domain 1—Planning and Preparation				
Domain 2—Classroom Environment				
Domain 3—Instruction				
Domain 4—Professional Responsibilities				

Step Two: Using the table below, assign the overall summative rating.

Determining Performance Measure for an Overall 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 rated accomplished.
If two performance measures are rated developing and two are rated exemplary	The summative rating shall be rated accomplished.
If two performance measures are rated accomplished and two are rated exemplary	The summative rating shall be rated exemplary.

The Overall Summative Rating is **Click here to enter text.**

Check: Professional Growth Plan was reviewed and updated. YES ☐ NO☐

Evaluator Comments: Click here to enter text.

Evaluator's Signature: _____ **Date:** _____

Teacher Comments: Click here to enter text.

Teacher's Signature: _____ **Date:** _____

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

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

PURPOSE

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for each teacher or other professional who has not attained continuing service status. Summative evaluations shall occur at least once every three (3) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

REPORTING

Results of evaluations shall not be included in the accountability system under KRS 158.6455.

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 evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

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 submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel 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 three (3) years. Panel members will assume their responsibilities October 1. Members may be reappointed or reelected.

Evaluation

CHAIRPERSON

The chairperson of the panel shall be appointed annually by the Superintendent.

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.

LETTER OF APPEAL

The appeal shall be in letter form to the chairperson of the appeals panel and shall include in detail the rationale and suggested resolution for the appeal. The letter shall be signed and a copy given to the evaluator.

CONFLICTS OF INTEREST

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, spouse, 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 PANEL

The panel may hold necessary hearings. The panel shall issue a recommendation to the District.

RECOMMENDATIONS

A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days from the date an appeal is filed.

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. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

HEARING PROCEDURES

The Superintendent shall develop necessary procedures for the implementation of this policy.

Evaluation

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; 704 KAR 003:370
703 KAR 005:225
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 6/19/2017
Order #: 109

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 003:370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

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

APPEALS

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

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

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

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

Review/Revised:2/22/2011