NEWPORT INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

Approved , May 2020
For Implementation Beginning in the 2020-2021 School Year

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MOTTO

"We're About Kids"

MISSION STATEMENT
"Preparing Students for the Future!"

VISION
"EVERY child will be proficient and prepared for life, work, and citizenship in the 21st Century."

Certified School Personnel Evaluation Plan
Kelly Middleton, Superintendent

Newport Independent Schools
30 West 8th Street
Newport, KY 41071
859-292-3001

Evaluation Contact Person: District Director of Curriculum

2019-2020 50/50 COMMITTEE MEMBERS		
ROLE	PLACEMENT	MEMBER NAME
ADMINISTRATORS	District Director of Curriculum	Carla Davis
	District Curriculum Coordinator	Rachel Ball
	NPS Principal	Matt Atkins
	NRS Administrator	Tim Grayson
	NHS Counselor	Charity Wood
TEACHERS	NPS Teacher	Amanda Zimmerman
	NIS Teacher	Clarissa Wilson
	NHS Teacher	Esther Fatsy
		Todd Bertsch
	NSOI Teacher	Josh Snapp

CEP Approved on May 5, 2020 by: The Certified Evaluation Plan 50/50 Committee
CEP Approved on May, 2020 by: The Newport Independent Schools Board of Education

ASSURANCES

CERTIFIED SCHOOL`S CERTIFIED EVALUATION PLAN

The Newport Independent School Board *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:**
Carla Davis	Director of Curriculum
Rachel Ball	Curriculum Coordinator
Tim Grayson	Director of Facilities & Transportation
	Director Administrator for Newport Regional School
Matt Atkins	Principal, Newport Primary School
Charity Wood	Counselor, Newport High School
Amanda Zimmerman	Teacher, Newport Primary School
Clarissa Wilson	Teacher, Newport Intermediate School
Esther Fatsy	Teacher. Newport High School
Todd Bertsch	Teacher, Newport High School
Josh Snapp	Teacher, Newport School of Innovation

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 **May 27, 2020.** (704 KAR 3:370)

Signature of District Superintendent	Date

Signature of Chairperson, Board of Education	Date

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Appendix A: Teacher Evaluation Forms
Appendix B: Others Evaluation Forms
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Appendix D: Principal Evaluation Forms
Appendix E: Other District Certified Personnel & Administrator Evaluation Forms

District Certified Evaluation Plan

The vision for the District's Certified Evaluation Plan, CEP, is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
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 EPSB.
3. **Certified School Personnel:** A certified 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 EPSB.
4. **Certified Evaluation Plan:** the procedures and forms for evaluation of certified school personnel, below the level of superintendent, developed by an evaluation committee, and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
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:** A group, consisting of an equal number of teachers and administrators, who develop personnel procedures and forms for a local school district. KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** 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. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    - Teachers and other professionals who are rated ineffective in professional practice
    - Principals who are rated ineffective in professional practice
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Kentucky Framework for Personnel Evaluation:** the statewide framework a school district uses to develop a local certified school personnel evaluation system
14. **Observation:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
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 evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
19. **Personal Evaluation System or "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. **Source 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 responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

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

TEACHERS PROFESSIONAL
GROWTH & EFFECTIVENESS SYSTEM

Known as:

TPGES

&

OTHER PROFESSIONALS
GROWTH & EFFECTIVENESS SYSTEM

Known as:

OPGES

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 through the performance measures of:

Framework for Teaching	Specialist Frameworks for Other Professionals
Planning	Planning
Environment	Environment
Instruction	Instruction
Professionalism	Professionalism

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 professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four performance measures 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 performance measure.

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 performance measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence
- Professional Growth Planning and Self-Reflection
- Observation

All evidence submitted will be documented & stored electronically.

Optional Sources of Evidence
Optional sources of evidence and products, documented & submitted electronically, may include, but are not limited to:

- Action research
- Communication logs
- Engagement in professional organizations
- Evidence of individual or small group teacher and student support
- Extracurricular engagement
- Lesson plans
- Minutes from PLCs
- Other items deemed appropriate by the evaluator or the teacher or other professionals

- Parent engagement surveys
- Professional Learning Artifacts
- Promotional programming evidence to support student learning (KY Bluegrass Awards, Operation Preparation, etc.)
- Records of student and/or teacher attendance
- Student data records
- Student formative and/or summative course evaluations/feedback
- Student work
- Teacher committee or team contributions
- Teacher interviews
- Teacher reflections and/or self-reflections
- Team-developed curriculum units
- Timely, targeted feedback from mini or informal observations
- Videoed lessons

All optional evidence submitted will be considered equally for all measures.

Certified staff that hold dual roles will be evaluated using the framework, either TPGES or OPGES, that is based on the role in which they are performing the majority of the instructional day.

TPGES SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

KY FRAMEWORK for TEACHING — **SOURCES OF EVIDENCE: To Inform Performance Measure Ratings**

Performance Measure (Domain)	Component	Supervisor Observation	Professional Growth	Self-Reflection	Optional Evidence
Planning	1a - Knowledge of content/pedagogy	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Planning	1b-Demonstrate knowledge of students	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Planning	1c - Setting Instructional Outcomes	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Planning	1d-Demonstrates knowledge of resources	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Planning	1e-Designing Coherent Instruction	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Planning	1f- Designing Student Assessment	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Environment	2a-Creating Env. of Respect & Rapport	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Environment	2b-Establish Culture of Learning	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Environment	2c-Maintaing Classroom Procedures	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Environment	2d-Managing Student Behavior	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Environment	2e-Organizing Physical Space	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Instruction	3a-Communicating with Students	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Instruction	3b-Questioning & Discussion Techniques	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Instruction	3c-Engaging Students in Learning	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Instruction	3d-Using Assessment in Learning	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Instruction	3e-Demonstrating Flexibility & Responsive	Observation	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Professionalism	4a-Reflecting On Teaching	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Professionalism	4b-Maintaining Accurate Records	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Professionalism	4c-Communicating With Families	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Professionalism	4d-Participating in Profess. Learning Comm.	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Professionalism	4e-Growing & Developing Professionally	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures
Professionalism	4f-Showing Professionalism	Evidence (pre and post conferences)	Professional Growth Planning and Self Reflection		Optional Evidence Submitted — Any Optional Evidence submitted will be equally considered for all measures

TPGES/OPGES Components

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher or other professional (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

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

Required

+ **All Teachers and Other Professionals will participate in self-reflection and professional growth planning each year.**

All certified staff will be required to use the district-approved forms to record, document, and monitor their Self-Reflections and PGPs.

The template that all TPGES participants will use is included in the TPGES Appendix.

OPGES participants will be utilizing a job specific Self-Reflection template. The templates are included in the OPGES Appendix.

The following table, **PGES System Component Timeline for Teachers and Other Professionals**, includes the timeline for Self-Reflections and PGPs for all participants of TPGES and OPGES. The table also addresses late hires & required training.

PGES System Component Timeline for Teachers and Other Professionals

Component	Requirements		Instructional Days Worked		
	1-year Cycle *(see note below)	**3-year Cycle** *(see note below)	**120 + days**	**119-60 days**	**59 and less days**
Self-Reflection	Required for all certified staff on a yearly basis		Within 20 instructional days	Within 15 instructional days	Within 10 instructional days
PGP	Required for all certified staff on a yearly basis		Within 20 instructional days	Within 15 instructional days	Within 10 instructional days
Observations — **Observation 1** (May be Announced or Unannounced)	Required for all certified staff on a one-year cycle	Required — Can occur at any time during the 3-year cycle and must be before the last full observation	Both observations will be completed prior to last full observation	Must occur prior to last full observation	May occur at evaluator's discretion
Observation 2 (May be Announced or Unannounced)				May occur at evaluator's discretion	
Full Observation (Must be Announced)	Required — Must occur in summative year and be the last observation in cycle	Required — Must occur in summative year and be the last observation in cycle	Must be last observation in cycle	Must be last observation in cycle	Must be last observation in cycle
Summative	Required	Required	Must occur on or before April 30	Must occur on or before April 30	Must occur on or before April 30

NOTES:
- Days are *defined as* instructional days from 1st day of school or 1st instructional day following employment
- Timeline can be affected by number of instructional days worked.
- If an employee in their summative evaluation year misses more than 90 days, the superintendent or designee may suspend the summative evaluation until the next school year.
- All certified staff will receive evaluation training, including all contents & forms of the Newport CEP, within the first 30 days of reporting to work for the school year.
- Certified staff that hold dual roles will be evaluated using the framework, either TPGES or OPGES, that is based on the role in which they are performing the majority of the instructional day.

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides _documentation and feedback_ to measure the effectiveness of professional practice.

Observation Model

The observation model must fulfill the following minimum criteria:

Required

- Three observations in the summative cycle.
- Final observation is conducted by the supervisor and is a full observation.

Evaluators will be required to record their observation data in the district-approved forms that will be utilized for data and evidence collection.

Certified staff that hold dual roles will be evaluated using the framework, either TPGES or OPGES, that is based on the role in which they are performing the majority of the instructional day.

Observation Schedule

Required

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

All observation requirements for 1-Year Summative, 3-Year Summative, and late hires can be found in the **PGES System Component Timeline for Teachers and Other Professionals** table. The table includes requirements for both TPGES and OPGES participants.

District Observation Requirements for 1-Year Cycle & 3-Year Cycles
Observers and evaluatees will adhere to the following observation conferencing requirements for TPGES & OPGES

1-Year Cycle
- Teachers and Other Professionals are evaluated annually. A minimum of three (3) observations shall be completed by the supervisor in the one-year summative cycle.

1-Year & 3-Year Cycles
- Two observations conducted by the supervisor may be completed anytime during the summative cycle prior to the full observation.
- The observations may be mini or full <u>and are either announced or unannounced</u>.
- During the observations, the observer will make notes of the components observed in order to provide meaningful feedback to the evaluatee.
- The final observation shall be a full observation conducted and scheduled (announced) by the supervisor during the summative cycle.
- At any given time during a non-tenured teacher's cycle, additional observations by the evaluator may be conducted, if growth is needed (teacher practices that result in ineffective determination for a component might be a reason for the additional observation feedback).
- All observations must be documented on district-approved forms.
- Other Professionals observations may receive an observation that looks closer to the administrative site visits.

PARTIAL/FULL OBSERVATIONS DURING THE CYCLE
- Pre-Observation Conferences are optional (to be determined by the evaluator) for partial observations. Post-Observation Conferences for partial observations shall be followed by meaningful feedback within five (5) working days electronically or in person (as determined by the evaluator).
  *May be announced/unannounced

LAST FULL OBSERVATION OF THE CYCLE
- Pre-Observation Form shall be submitted 5 working days prior to the observation for the last full summative evaluation in person. Post-Observation Conferences are to be conducted for all full observations in person and shall take place within five (5) working days after the observation.
  *Must be announced/scheduled

SUMMATIVE EVALUATION CONFERENCE
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- 1-year cycle teachers and other professionals will be completed by April 30 of each year
- 3-Year cycle teachers and other professionals will be completed by April 30 of the summative year
- Supervisors must record summative ratings in the district approved forms

Observation Conferencing

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

Required
- Conduct observation post-conference within five working days following each observation.

The following tables include district requirements for observation conferencing for all TPGES and OPGES participants.

Observation Pre-Conferencing – Teachers and Other Professionals						
	Observation Type		**Conference Type Required**	**Other Requirements**	**Focus** (Focused on but not limited to)	**Timeline**
Pre	Observations Prior to the Last Full The observer may choose between these options for the observations prior to the last full observation.	Partial Announced	Optional Face-to-Face or Electronic	Optional Pre- Observation Form	Performance Measures 1-3 for OPGES/TPGES	No Earlier than 5 Working Days Prior to Observation
		Partial Un-Announced	N/A	N/A	Performance Measures 1-3 for OPGES/TPGES	N/A
	Last Full Observation	Last Full Observation MUST be announced & scheduled	Face-to-Face	Pre-Observation Form	Performance Measures 1-3 for OPGES/TPGES	No Earlier than 5 Working Days Prior to Observation

Observation Post-Conferencing – Teachers and Other Professionals						
	Observation Type		**Conference Type Required**	**Other Requirements**	**Focus** (Focused on but not limited to)	**Timeline**
Post	Observation Prior to the Last Full The observer may choose between these options for the observations prior to the last full observation.	Partial Announced	Face-to-Face and/or Electronic	Post-Observation Form	Performance Measures 2-4 for TPGES/OPGES	No Later than 5 Working Days After the Observation
		Partial Un-Announced	Face-to-Face and/or Electronic	Post-Observation Form	Performance Measures 2-4 for TPGES/OPGES	No Later than 5 Working Days After the Observation
	Last Full Observation	Last Full Observation MUST be announced & scheduled	Face-to-Face	Post-Observation Form	Performance Measures 2-4 for TPGES/OPGES	No Later than 5 Working Days After the Observation

Note: Either party, the observer or the evaluatee, can request for any or all conferences to be in person along with additional observations.

All Pre-Conference forms and Post-Conference forms are included in the Appendix for TPGES and OPGES. OPGES participant forms are job-specific and aligned to their individual framework.

Observer Certification

All administrators serving as a primary evaluator must complete the Initial 2-Day Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

All administrators will complete a minimum of six (6) hours annually of EILA-approved Evaluation Training.

In addition to the initial 2-Day Certified Evaluation Training, administrators must also complete additional training since observation is utilized as a required source of evidence. To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the current approved district program. The system allows observers to develop a deep understanding of how the four performance measures of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:

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

Required

The established cycle for observation certification is as follows:

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

- **Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:**
  - **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
    - In the event a supervisor suffers an emergency situation such as prolonged illness, death of a significant other, etc., the district office can waive the presence of the supervisor.
  - **In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers and other professionals have access to observations by making the following local decisions.**
    - Upon hiring, the district will purchase a district-approved supervisor's certification platform license for a supervisor who does not have certification.
    - The supervisor will have 45 working days to take the proficiency assessments via the district approved supervisor's certification platform

Upon selection as a principal or assistant principal, the administrator will receive Initial Evaluation Training through the state approved provider prior to evaluating teachers or other professionals. The following table includes district requirements for Observer Certification.

Observer Certification		
Training Stage	**Methodology**	**Timeline**
Initial and Recertification Training	Prior to taking the assessments initially, a supervisor may request the support and assistance of a PGES certified observer	First 45 working days
Unsuccessful Completion 1st Attempt, 10 calendar day lockout	The Superintendent or designee will assign a mentor to supply guidance and support as requested by the supervisor	Certification to be completed by the first 60 working days
Unsuccessful Completion 2nd Attempt, 90 calendar day lockout	The Superintendent or designee will assign a mentor who will then review assessment results with the supervisor, determine targeted areas, schedule study sessions required	Certification to be completed by the first 125 working days
If the non-certified supervisor fails to complete observer certification assessment after a complete license cycle (one year) this will be cause for demotion or replacement as the supervisor (principal/assistant principal).		

*Late hires will have the first 45 working days to obtain certification, an additional 15 working days if unsuccessful on the first attempt, and an additional 80 working days if unsuccessful on the 2nd attempt.

Teachers will have access to certified observers for observations and feedback in cases where their immediate supervisor is not certified through the proficiency system and therefore unable to conduct the observation. District-level personnel or principals from another building (certified through the proficiency system) and designated by the superintendent, will conduct the observation with the principal, modeling the process, and providing mentorship of the proficiency system for the supervisor. Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances approved by the Superintendent).

Observer Calibration

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

Required

- ◆ **Observer calibration during years two and three of the Observer Certification process based on the district approved platform.**
- ◆ **Re-certification after year three.**

The following table includes district requirements for Calibration.

Observer Calibration		
Training Stage	**Methodology**	**Timeline**
Successful Calibration	▪ Prior to completing calibration, a supervisor <u>may</u> request the support and assistance of a PGES certified observer that has successfully completed calibration. ▪ Calibration is considered to be successful if a score of **Demonstrated Accuracy** is achieved	First 30 working days of each year
Unsuccessful Calibration 1st Attempt	▪ The Superintendent or designee will assign a mentor to supply guidance and support if a score of **Needs Practice** <u>or</u> **Needs Remediation** is achieved on the 1st Calibration Attempt	Calibration to be completed by the first 45 working days
Unsuccessful Calibration 2nd Attempt	▪ The Superintendent or designee will assign a mentor to supply guidance, schedule study sessions, and provide support if a score of **Needs Practice** <u>or</u> **Needs Remediation** is achieved on the 1st Calibration Attempt	Calibration to be completed by the first 60 working days
If the certified supervisor fails to complete successful calibration after a complete license cycle (one year) this may be cause for the supervisor to be required to complete the initial certification again or demotion/replacement as the supervisor (principal/assistant principal) .		

Late hires will have 15 working days from the time his/her name is submitted to the district approved vendor and a calibration window is established to complete calibration. Successful completion of calibration is determined by obtaining a score of Demonstrated Accuracy.

Any supervisor, including late hires, who scores Needs Practice or Needs Remediation, will be assigned a mentor by the superintendent or his designee who will then review assessment results with the supervisor, determine targeted areas, and schedule study sessions as required. Any supervisor, including late hires, that is unsuccessful on the first calibration attempt, will utilize the timeline included in the table above.

Determining the Overall Summative Ratings

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

Rating Performance Measures

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measure. 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 process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Performance Measure at the culmination of an educator's cycle.

Required

- A rating for each performance measure based on both required & optional evidence.
- All ratings must be recorded in the district-approved forms.
- All summative forms will be documented in writing & stored in the official personnel record for summative evaluations (this also includes KTIP, or first year, teachers).
- All evidences will be submitted & stored electronically.
- All CEP plan requirements are submitted & record by using the district-approved forms in the Appendices.
- The evalutee may submit a written statement in response to the summative rating on the Summative Evaluation form & this response will be stored in the official personnel record.

SOURCES OF EVIDENCE

PERFORMANCE MEASURE RATINGS

TPGES/OPGES SYSTEM

REQUIRED
- Observation
- Professional Growth Plans and Self Reflection

OPTIONAL
- Optional: District-Determined – See list included

PROFESSIONAL JUDGMENT

MEASURE 1: Planning [I,D,A,E]

MEASURE 2: Environment [I,D,A,E]

MEASURE 3: Instruction [I,D,A,E]

MEASURE 4: Professionalism [I,D,A,E]
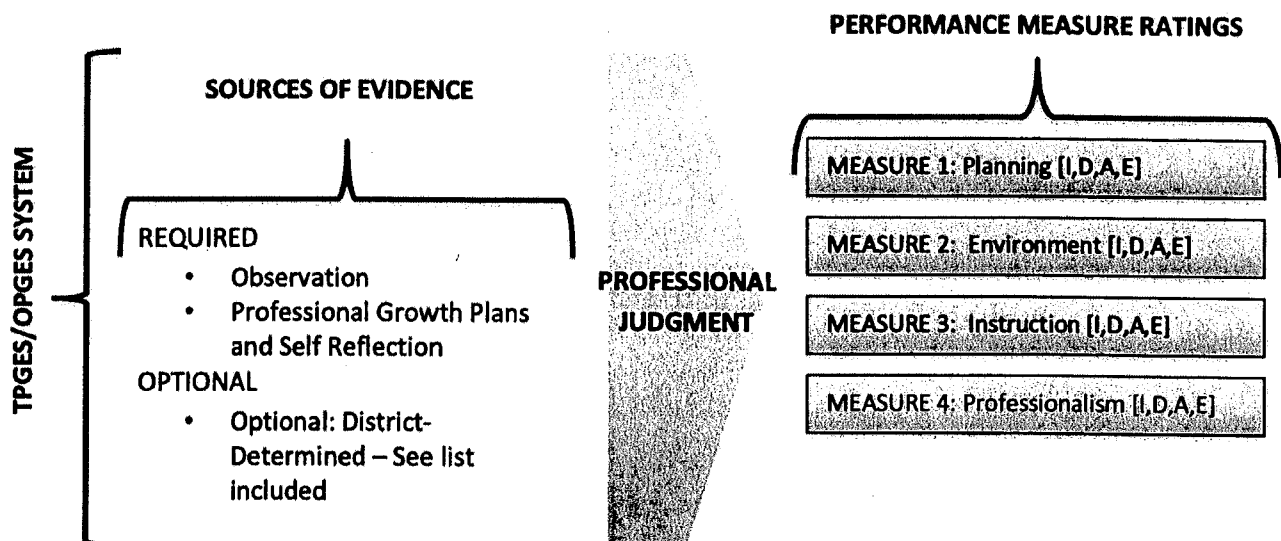
Determining Overall Summative Rating

- The individual performance measure ratings are equally weighted.
- Optional evidence submitted & documented electronically will be considered equally for all measures.
- Apply chart below for determining an educator's Overall Summative rating.
- All summative ratings must be recorded in the district-approved forms.

**CRITERIA FOR DETERMINING A TEACHER'S
OVERALL SUMMATIVE RATING**

IF...	THEN...
Performance Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 AND 3 are rated DEVELOPING	Summative Rating shall be DEVELOPING
Performance Measures 2 AND 3 are rated ACCOMPLISHED, and Performance Measures 1 AND 4 are at least DEVELOPING	Summative Rating shall be ACCOMPLISHED
Any Performance Measures rated INEFFECTIVE	Summative Rating shall NOT be higher than DEVELOPING
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Performance Measures 1 AND 4 are rated at least ACCOMPLISHED, and Performance Measures 2 AND 3 are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

NOTE: A teacher or other professional whose overall summative rating falls in the Ineffective sector of the above chart will automatically be placed on a Certified Assistance Plan. Principals may also determine the need for placing certified staff on a Corrective Action Plan at any time during the year based on data/need.

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM

Known as:

PPGES

SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
PERFORMANCE MEASURERS	**Mission, Vision & Core Values** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	**Equity & Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	**Curriculum, Instruction, & Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being.	**Ethics & Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
	Operations & Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	**Professional Community for Teachers & Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	**Community of Care & Support for Students** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	**Meaningful Engagement of Families & Community** Effective educational leaders engage families and community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
	School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.		**Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	

	Observations, District Identified Evidence, Conferences
SOURCES OF EVIDENCE	
SITE VISITS	
PROFESSIONAL GROWTH	
SELF REFLECTION	
OPTIONAL EVIDENCE	Any optional that is submitted electronically will be equally considered for all measures.

Principal Professional Growth and Effectiveness System Components

Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.
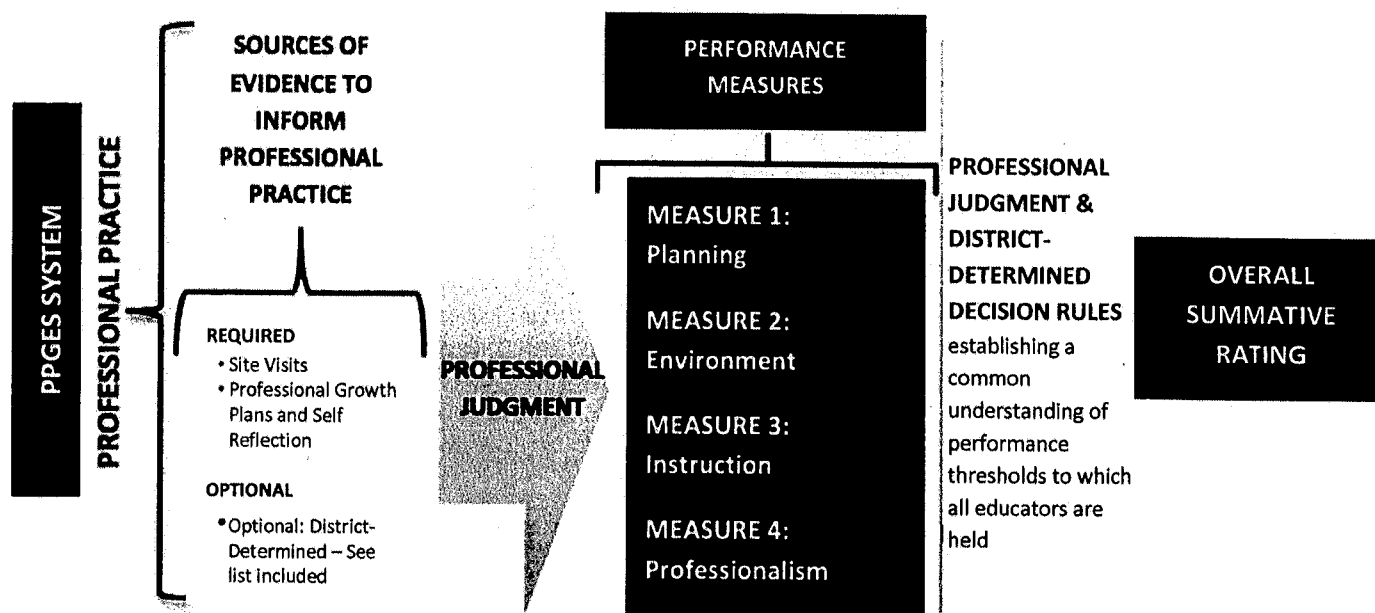
Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Measures.

Principal Performance Measures

The Principal Performance Measures, which include Planning, Environment, Instruction, & Professionalism, are designed to support student achievement and professional best-practice through alignment of the Professional Standards for Educational Leaders (PSEL) consisting of (1) Mission, Vision, and Core Values, (2) Ethics and Professional Norms, (3) Equity and Cultural Responsiveness, (4) Curriculum, Instruction, and Assessment, (5) Community of Care and Support for Students, (6) Professional Capacity of School Personnel, (7) Professional Community for Teachers and Staff, (8) Meaningful Engagement of Families and Community, (9) Operations and Management, and (10) School Improvement. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the four performance measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The

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

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

The Principal Performance Measures

PERFORMANCE MEASURE	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS
PLANNING	**Standard 1: Mission, Vision, and Core Values** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. **Standard 9: Operations and Management** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. **Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
ENVIRONMENT	**Standard 3: Equity and Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practice to promote each student's academic success and well-being. **Standard 7: Professional Community for Teachers and Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
INSTRUCTION	**Standard 4: Curriculum, Instruction, and Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being. **Standard 5: Community of Care and Support for Students** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. **Standard 6: Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
PROFESSIONALISM	**Standard 2: Ethics and Professional Norms** Effective educational leaders act ethically and accordingly to professional norms to promote each student's academic success and well-being. **Standard 8: Meaningful Engagement of Families and Community** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

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

Required Sources of Evidence
- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**

All evidence submitted will be documented & stored electronically.

Optional Sources of Evidence
Optional sources of evidence that can be documented & submitted electronically to support educator practice (not a comprehensive list):
- SBDM Minutes
- Agendas/Minutes from PLCs
- Walk-through Documentation
- Action Research
- Student Data Records
- Feedback from Informal Observations/Site Visits
- Self-reflections
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement Surveys/Engagement Documentation
- School Schedules
- Others: as agreed upon by Superintendent/Designee and Principal

Both principal/assistant principal and evaluators share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be "products of an administrator's work that demonstrate knowledge and skills of the administrator." In other words, evidence must be naturally occurring products related to the day-to-day work of leadership practice.

All optional evidence submitted electronically will be considered equally for all measures.

PPGES COMPONENTS

The following sections provide a detailed overview of the various sources of evidence used to inform Performance Measure ratings.

PPGES Evaluation Evidence & Activities	Timeline of Events
Superintendent/Designee reviews expectations of PPGES & conducts Evaluation Training	• All local evaluation/CEP training will be completed on or before the first 30 calendar days of employment or within the first 30 days of reporting to work for the school year
Self-Reflection Professional Growth Plan	• Completed within the first 60 working days • Principal and Assistant Principal will reflect data from achievement data, non-academic measures, superintendent feedback, etc. • The assistant principal will develop their own PGP independent of the principal's
First Site Visit/ Mid-Year Review of Goals	• First Site Visit shall occur during the Fall Semester • Mid-Year Review may occur before January 30th of the school year • The superintendent/designee and principal will meet to review progress and to provide systematic feedback.
Second Site Visit/ End of Year Review of Goals	• The Second Site Visit and the End of the Year Review shall occur during the Spring Semester but on or before May 15th of the school year • The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. • Documentation on PGP progress will be discussed.
Completion of the Summative Evaluation (annually)	• On or before May 15th
Corrective Action Plan	• As needed throughout the process

NOTE: Late hires will adhere to the timelines above except for the Site Visits. Late hires will complete all parts of PPGES process and the Superintendent will approve final timelines.

Professional Growth Planning and Self-Reflection

Completed by principals & assistant principals

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

Required:

- **All principals will participate in self-reflection and professional growth planning each year.**
- **All assistant principals will participate in self-reflection and professional growth planning each year.**
- **All Assistant Principals will be evaluated by the Principal.**

The following guidelines will be followed in the district for Principal/Assistant Principal Self-Reflections & PGPs:

- Principals and Assistant Principals will submit their self-reflection to their immediate supervisor within 60 working days of reporting for work (i.e. July 1 for principals, assistant principals start dates may vary).
- Principals and Assistant Principals will submit their Professional Growth Plan within 60 working days of reporting for work.
- Late hires will be addressed using the timelines stated above.
- Principals and Assistant Principals will submit their self-reflection and professional growth plans via the district-approved forms.
- Forms for the PPGES Self-Reflection and PGP are included in the Appendix.

Site-Visits

Completed by supervisor of principal – *formal site visits are not required for assistant principals*

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

Required:
- **Conducted at least twice each year.** (Formal site-visits are not required for the assistant principal but informal conferences are required.)

District timeline for site-visits
- One site visit must occur in the Fall Semester of the school year.
- The second site visit must occur during the Spring Semester but prior to May 15th of the school year.

District post-conference expectations following site visits
Following each site visit a post-conference, either face-to-face, electronically or virtually, must be conducted within five working days. During this post-conference the following topics will be addressed:

- Self-Reflection
- PGP Progress
- Evidence relevant to the 4 Performance Measures
- School Surveys

Note: Pre-Conferences for Site Visits are optional & may be conducted through written electronic correspondence, in-person or virtually prior to the site visit.

District conferences expectations during the year
At least 3 review & reflection conferences will take place between Evaluator and Evaluatee throughout the year. Each conference will focus on:

1. Beginning-of-the-Year Review & Reflection Conference:
   - Discuss data/products of evidence the Principal will utilize throughout the year

- Discuss reflections of the Principal Performance Measures
- Discuss and come to agreement on the Professional Growth Goal and Action Plan
- Questions/Concerns/Comments
- Set tentative date for Mid-year Review & First Site Visit

2. Mid-year Review & Reflection Conference
- Discuss first observation/site visit and provide feedback
- Share progress on the Professional Growth Goal
- Discuss documentation of each measure-determine if any other documentation is needed
- Questions/Concerns/Comments
- Set tentative date for End of Year Review & Second Site Visit

3. End of Year Review
- Discuss second observation/site visit and provide feedback
- Share progress toward Professional Growth Goal
- Discuss progress of each standard-determine if any other documentation is needed
- Discuss overall rating based on Performance Measures
- Questions/Concerns/Comments

District process for how late hires will be addressed
- Any administrator hired prior to December 1 will have two site visits.
  - The first site visit must occur before January 30th of the school year.
  - The second site visit must occur between February and May 15th of the school year.
- Any administrator hired after January 1 must have both site visits completed by May 15th of school year.
- Late hires will complete all parts of PPGES process and the Superintendent will approve final timelines.

District process for how the evidences of site-visits will be documented
Evidences collected from site visits will be recorded in the district approved forms.

Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Summative Rating for each principal at the conclusion of their summative evaluation year. The Overall Summative Rating is informed by the principal's rating on each performance measure and any optional evidence that's been documented & submitted electronically.

- **Apply the District Decision Rules for determining an Overall Summative Rating.**
- **All summative ratings must be recorded in the district-approved forms.**
- **All summative forms will be documented in writing & stored in the official personnel record for summative evaluations.**
- **All evidences will be submitted & stored electronically.**
- **All CEP plan requirements are submitted & record by using the district-approved forms in the Appendices.**
- **The evalutee may submit a written statement in response to the summative rating on the Summative Evaluation form & this response will be stored in the official personnel record.**

PPGES SYSTEM

SOURCES OF EVIDENCE

REQUIRED
- Professional Growth Plans and Self Reflection
- Site-Visit

OPTIONAL
- Optional: District-Determined – See list included

PROFESSIONAL JUDGMENT

PERFORMANCE MEASURE RATINGS

- MEASURE 1: Planning [I,D,A,E]
- MEASURE 2: Environment [I,D,A,E]
- MEASURE 3: Instruction [I,D,A,E]
- MEASURE 4: Professionalism [I,D,A,E]

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S OVERALL SUMMATIVE RATING

IF...	THEN...
Principal or Assistant Principal is rated EXEMPLARY in at least 2 of the measures and NO measure is rated DEVELOPING OR INEFFECTIVE	Summative Rating shall be EXEMPLARY
Principal or Assistant Principal is rated ACCOMPLISHED in at least 2 measures and NO measure is rated INEFFECTIVE	Summative Rating shall be ACCOMPLISHED
Principal or Assistant Principal is rated DEVELOPING in at least 2 measures	Summative Rating shall be DEVELOPING
Principal or Assistant Principal is rated INEFFECTIVE in 2 or more measures	Summative Rating shall be INEFFECTIVE

OTHER DISTRICT CERTIFIED PERSONNEL/ADMINISTRATORS EVALUATION SYSTEM

SOURCES OF EVIDENCE/FRAMEWORK FOR
DISTRICT CERTIFIED PERSONNEL/ADMINISTRATOR ALIGNMENT

Performance Measure	PLANNING	ENVIRONMENT		INSTRUCTION	PROFESSIONALISM	
ISLLC Standard Alignment	**Standard 1: Vision** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*	**Standard 3: Operations, Management, & Resources** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*	**Standard 4: Collaboration with Faculty & Community** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*	**Standard 2: School Culture & Instructional Program** *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*	**Standard 5: Integrity, Fairness, & Ethics** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*	**Standard 6: Political, Social, Legal, & Cultural Context** *An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.*
SOURCES OF EVIDENCE — **Site Visits**	Observation, District Identified Evidence, Conferences					
Professional Growth	PGP Plan & Evidence					
Self-Reflection	Self-Reflection					
Optional Evidence	Any optional evidence that is submitted electronically will be equally considered for all measures.					

Other District Certified Personnel/Administrator Components

Overview and Summative Model

The following graphic outlines the summative model for the other District Certified Personnel/Administrator Components:
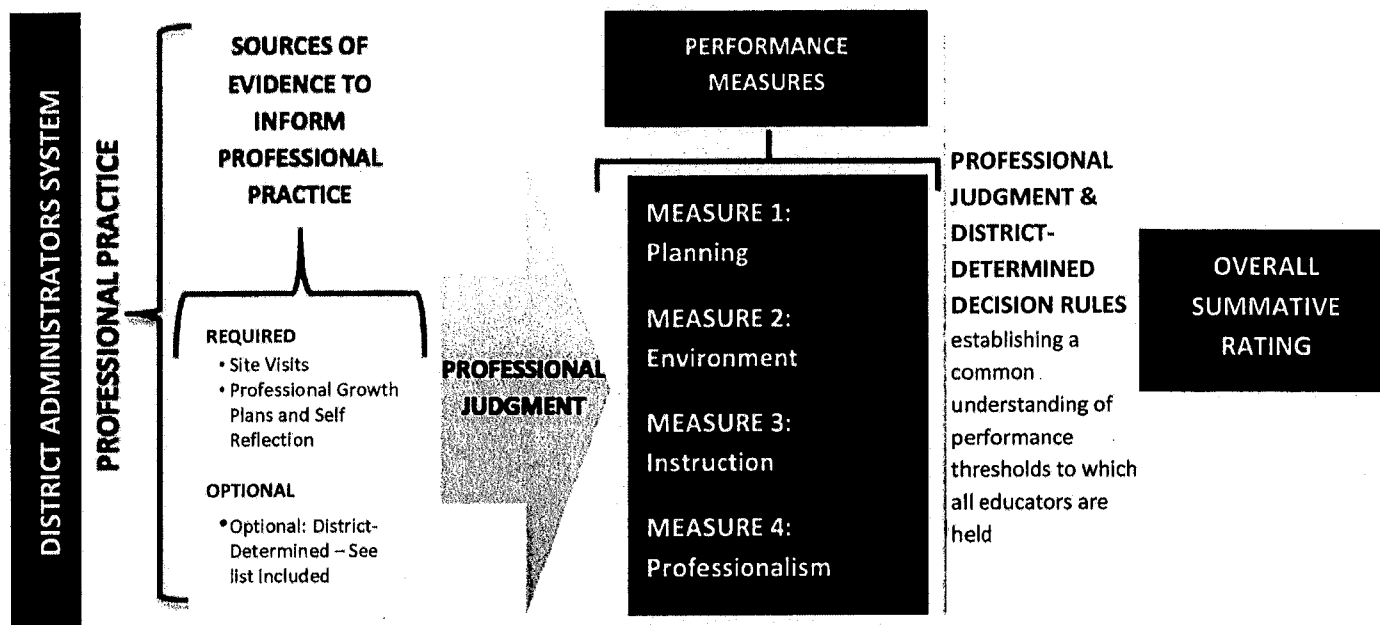
Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a district administrator. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The District Personnel/Administrator Performance Measures that are aligned to the ISLLC standards.

Other District Certified Personnel/Administrator Performance Measures

The District Certified Personnel/Administrator Performance Measures are designed to support student achievement and professional best-practice through the alignment of the ISLLC standards of Vision, School Culture & Learning, Management, Integrity, Fairness, & Ethics, and Political, Economic, & Legal. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors and performances that provide evidence of each standard. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting continuous district improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the four performance measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most administrators will maintain an Accomplished rating, but will occasionally have exemplary performance on a measure at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how administrators respond to or apply additional supports and resources designed to promote continuous improvement, 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 performance. These factors may include district/department-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Other District Certified Personnel/Administrator Performance Measures

PERFORMANCE MEASURE	ISLLC STANDARDS
PLANNING	**Standard 1. Vision** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
ENVIRONMENT	**Standard 3: Operations, Management, & Resources** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. **Standard 4: Collaboration with Faculty & Community** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
INSTRUCTION	**Standard 2: School Culture & Instructional Program** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
PROFESSIONALISM	**Standard 5: Integrity, Fairness, & Ethics** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. **Standard 6: Political, Social, Legal, & Cultural Context** An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.

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

Required Sources of Evidence
- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**

All evidence submitted will be documented & stored electronically.

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

<u>**Optional Sources of Evidence**</u>
Optional sources of evidence that can be documented & submitted electronically to support administrator practice (not a comprehensive list):
- Department Surveys
- Department Meeting Minutes/Agendas
- Agendas/Minutes/Reflections from Trainings/Meetings
- Walk-through Documentation
- Action Research
- Relevant Department Data Analysis
- Feedback from Informal Observations/Site Visits
- Self-reflections
- Budgets
- EILA/Professional Learning experience documentation
- Professional Organization memberships
- Parent/Community Engagement Documentation
- Department Schedules/Timelines
- Department Improvement Plans
- Others: as agreed upon by Superintendent/Designee and District Certified Personnel/Administrator

Both administrator and evaluator share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be "products of an administrator's work that demonstrate knowledge and skills of the administrator." In other words, evidence must be naturally occurring products related to the day-to-day work of leadership practice.

All optional evidence submitted electronically will be considered equally for all measures.

District Certified Personnel/Administrators that hold dual roles will receive site visits based on the role in which they are performing the majority of their contracted days.

DISTRICT CERTIFIED PERSONNEL/ADMINISTRATOR COMPONENTS

The following sections provide a detailed overview of the various sources of evidence used to inform Performance Measure ratings.

District Admin Evaluation Evidence & Activities	Timeline of Events
Superintendent/Designee reviews expectations of the CEP & conducts Evaluation Training	• All local evaluation/CEP training will be completed on or before the first 30 calendar days of employment or within the first 30 days of reporting to work for the school year
Self-Reflection Professional Growth Plan	• Completed within the first 60 working days • District Admin will reflect data from achievement data, district department initiatives, non-academic measures, superintendent feedback, etc.
First Site Visit/ Review of Goals	• First Site Visit & Review shall occur during the Fall Semester • The superintendent/designee and District Admin will meet to review progress and to provide systematic feedback.
Second Site Visit/ End of Year Review of Goals	• The Second Site Visit and the End of the Year Review shall occur during the Spring Semester but on or before May 15th of the school year • The District Administrator will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. • Documentation on PGP progress will be discussed.
Completion of the Summative Evaluation (annually)	• On or before May 15th
Corrective Action Plan	• As needed throughout the process

NOTE: Late hires will adhere to the timelines above except for the Site Visits. Late hires will complete all parts of the CEP and the Superintendent will approve final timelines.

Professional Growth Planning and Self-Reflection

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

Required:

- **All District Certified Personnel/Administrators will participate in self-reflection and professional growth planning each year.**

The following guidelines will be followed in the district for District Certified Personnel/Administrators Self-Reflections & PGPs:

- District Administrators will submit their self-reflection & PGP to the superintendent or immediate supervisor within 60 working days of reporting for work (i.e. July 1 for most although start dates may vary).
- Late hires will be addressed using the timelines stated above.
- District Administrators will submit their self-reflection and professional growth plans via the district-approved forms.
- Forms for the District Administrator Self-Reflection and PGP are included in the Appendix.

Site-Visits

Completed by the Superintendent or Immediate Supervisor

Site visits are a method by which the superintendent may gain insight into the District Administrator's practice in relation to the measures. During a site visit, the superintendent will discuss various aspects of the job, and will use the administrator's responses to determine issues to further explore with the faculty and staff. Additionally, the administrator may explain the successes and trials the district department has experienced in relation to district continuous improvement.

Required:
- **Conducted at least twice each year.**

District timeline for site-visits
- One site visit must occur in the Fall Semester of the school year.
- The second site visit must occur during the Spring Semester but prior to May 15th of the school year.

District post-conference expectations following site visits
Following each site visit a post-conference, either face-to-face or electronically, must be conducted within five working days. During this post-conference the following topics will be addressed:

- Self-Reflection
- PGP Progress
- Evidence relevant to the 4 Performance Measures
- Department Surveys, if given

Note: Pre-Conferences for Site Visits are optional & may be conducted through written electronic correspondence or in person prior to the site visit.

District conferences expectations during the year
At least 3 review & reflection conferences will take place, either electronically or face-to-face, between Evaluator and Evaluatee throughout the year. Each conference will focus on:

1. Beginning-of-the-Year Review & Reflection Conference:
   - Discuss data/products of evidence the District Administrator will utilize throughout the year
   - Discuss reflections of the Performance Measures
   - Discuss and come to agreement on the Professional Growth Goal and Action Plan
   - Questions/Concerns/Comments
   - Set tentative date for First Site Visit

2. First Site Visit Review & Reflection Conference
   - Discuss first observation/site visit and provide feedback
   - Share progress on the Professional Growth Goal
   - Discuss documentation of each measure-determine if any other documentation is needed
   - Questions/Concerns/Comments
   - Set tentative date for Second Site Visit
3. Second Site Visit & End of Year Review
   - Discuss second observation/site visit and provide feedback
   - Share progress toward Professional Growth Goal
   - Discuss progress of each standard-determine if any other documentation is needed
   - Discuss overall rating based on Performance Measures
   - Questions/Concerns/Comments

District process for how late hires will be addressed
- Any administrator hired prior to December 1 will have two site visits.
  - The first site visit must occur before January 30th of the school year.
  - The second site visit must occur between February and May 15th of the school year.
- Any administrator hired after January 1 must have both site visits completed by May 15th of school year.
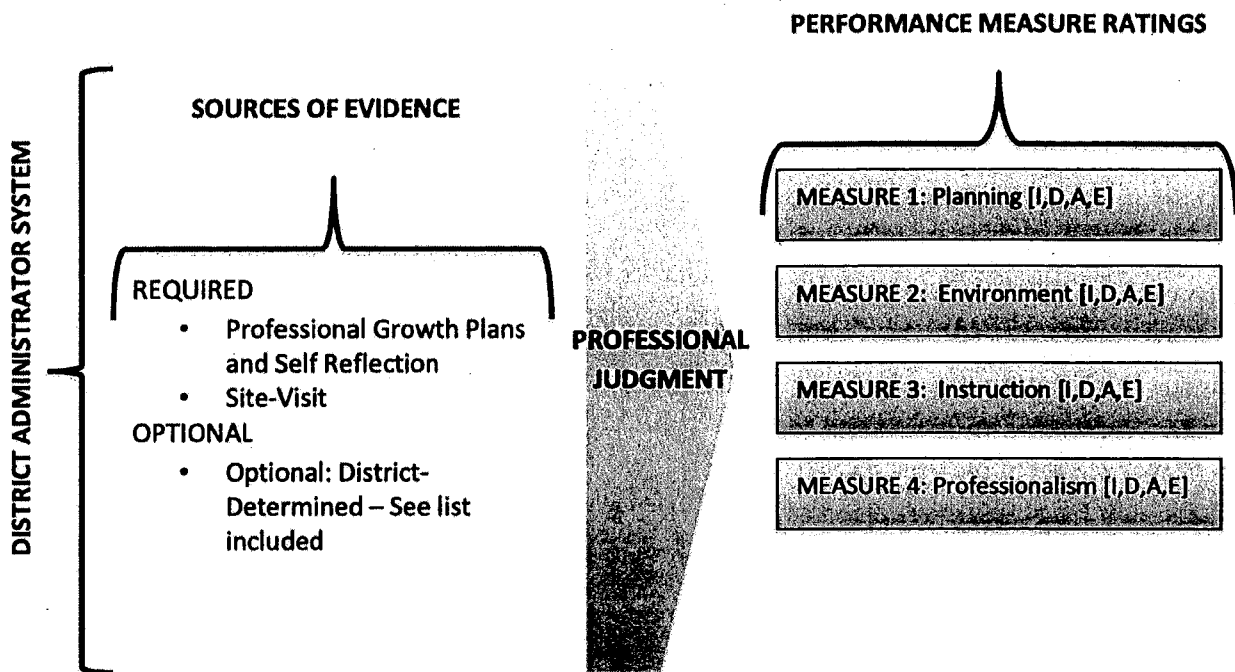- Late hires will complete all parts of CEP process and the Superintendent will approve final timelines.

District process for how the evidences of site-visits will be documented
Evidences collected from site visits will be recorded in the district approved forms.

Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Summative Rating for each District Certified Personnel/Administrator at the conclusion of their summative evaluation year. The Overall Summative Rating is informed by the Superintendent's rating on each performance measure and any optional evidence that's been documented & submitted electronically.

- **Apply the District Decision Rules for determining an Overall Summative Rating.**
- **All summative ratings must be recorded in the district-approved forms.**
- **All summative forms will be documented in writing & stored in the official personnel record for summative evaluations.**
- **All evidences will be submitted & stored electronically.**
- **All CEP plan requirements are submitted & record by using the district-approved forms in the Appendices.**
- **The evalutee may submit a written statement in response to the summative rating on the Summative Evaluation form & this response will be stored in the official personnel record.**

PERFORMANCE MEASURE RATINGS

DISTRICT ADMINISTRATOR SYSTEM

SOURCES OF EVIDENCE

REQUIRED
- Professional Growth Plans and Self Reflection
- Site-Visit

OPTIONAL
- Optional: District-Determined – See list included

PROFESSIONAL JUDGMENT

MEASURE 1: Planning [I,D,A,E]

MEASURE 2: Environment [I,D,A,E]

MEASURE 3: Instruction [I,D,A,E]

MEASURE 4: Professionalism [I,D,A,E]

CRITERIA FOR DETERMINING A DISTRICT ADMINISTRATOR'S OVERALL SUMMATIVE RATING

IF...	THEN...
District Administrator is rated EXEMPLARY in at least 2 of the measures and NO measure is rated DEVELOPING OR INEFFECTIVE	Summative Rating shall be EXEMPLARY
District Administrator is rated ACCOMPLISHED in at least 2 measures and NO measure is rated INEFFECTIVE	Summative Rating shall be ACCOMPLISHED
District Administrator is rated DEVELOPING in at least 2 measures	Summative Rating shall be DEVELOPING
District Administrator is rated INEFFECTIVE in 2 or more measures	Summative Rating shall be INEFFECTIVE

THE NEWPORT INDEPENDENT APPEALS PROCESS

(Applies to all Certified Positions except Superintendent)

Newport Independent Schools
Evaluation Appeals Panel Hearing

PURPOSE

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

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the procedures below. An Evaluation Appeals Hearing Request Form must be submitted to the chairperson of the appeals panel within five (5) days of the final summative evaluation in order to initiate a hearing.

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 District 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 party 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.

GRIEVANCE PROCEDURE AND PERSONNEL EVALUATION APPEALS PANEL
Evaluation Appeals Panel

As required by KRS 156.101 and 704 KAR 3:345, Newport Independent Schools shall elect annually two (2) certified members to serve on the Personnel Evaluation Appeals Panel. The terms of office shall be for one (1) year and run from July 1 to June 30.

Any teacher dissatisfied with a rating can appeal following a summative evaluation, within five (5) working days of the receipt of the evaluation. The employee has a right to a hearing, opportunity to review all documentation submitted by both parties reasonably in advance, right to presence of chosen representative and the opportunity to appeal to the KY Board of Education. **Please review the Board policies and procedures below for more information provided in the previous pages.**

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.)

APPENDIX A

TPGES FORMS

The following forms are included in this section:

- TPGES Professional Learning & Reflection Template
- TPGES Pre-Observation Form
- TPGES Post-Observation Form

NEWPORT INDEPENDENT SCHOOLS
TPGES PROFESSIONAL LEARNING & REFLECTION TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Self-Reflection – Establishing Priority Growth Needs

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

Professional Learning, Growth Goal, & Action Planning

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select ONE component from those circled for focused professional growth goal development
1: Planning	1A	1B	1C	1D	1E	1F	
2: Environment	2A	2B	2C	2D	2E		
3: Instruction	3A	3B	3C	3D	3E		
4: Professionalism	4A	4B	4C	4D	4E	4F	

Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:	I	D	A	E

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

Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Measures of Goal Attainment (Tools/Instruments)	
Expected Student Learning Impact	

Demonstration of Goal
Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.

Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Teacher Signature:	Date:
Administrator Signature:	Date:

Review & Reflection Meetings– Progress Toward Professional Growth Goal
OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
• What progress are you making toward your goal? • What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Teacher Initials

End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
• To what extent did you achieve your goal?	
Next Steps/Notes for future Professional Growth	

End of Year Reflection Meeting	
Teacher Signature:	Date:
Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
TPGES PRE-OBSERVATION FORM

TEACHER	
SCHOOL	
GRADE LEVEL/SUBJECT(S)	
NUMBER OF STUDENTS	
DATE/TIME OF OBSERVATION	
OBSERVER	

QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge of Content • What is your identified student learning target(s)?	
1B: Knowledge of Students • What information specific to your students' backgrounds, skills, and interests have you taken into consideration when planning the lesson? • How will you differentiate instruction for individuals or groups of students?	
1C: Selecting Instructional Outcomes • How are the learning targets congruent with the current standards? • How does this learning fit in the overall sequence of learning for this class?	
1D: Knowledge of Resources • What instructional resources will you and the students be using for this lesson? How will they impact student learning?	
1E: Designing Coherent Instruction • How does your plan for this lesson help students develop proficiency of the desired essential skills? What learning experiences are designed for students to engage with the intended outcomes? • How will you engage the students in the learning? What will you do? What will the students do? *Provide any materials that the students will be using.*	
1F: Designing Student Assessment • How and when will you know whether the students have achieved the learning target(s)? How do you plan to use the results of the assessment?	
Is there anything that you would like me to specifically observe during the lesson?	

PRE-OBSERVATION MEETING	
*Teacher Signature:	Date:
*Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
TPGES POST-OBSERVATION REFLECTION & CONFERENCE FORM

TEACHER	
SCHOOL	
GRADE LEVEL/SUBJECT(S)	
OBSERVER	
DATE OF OBSERVATION	

QUESTIONS	NOTES/ANSWERS
4A: Reflecting on Teaching • In general, how successful was the lesson? • Did the students achieve the learning targets? How do you know? *(In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for success?)* • To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning? • Did you depart from your plan? If so, how and why? • If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
4B: Maintaining Accurate Records • How do you use data to guide your planning and instruction? • How is individual progress shared and/or celebrated with students? *(In what ways do students have opportunities to view and maintain their assessment information?)*	
4C: Communicating with Families • How do you communicate with families about the instructional program and convey information about individual student progress?	
4D: Participating in a Professional Community • Describe your role in the school's professional learning community. *(Mutual support, cooperation, and collaboration with colleagues)* • How do you contribute to school and district events and projects?	
4E: Growing & Developing Professionally • What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

• Are you a member of any professional organizations? • Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why?	
4F: Demonstrating Professionalism • What do you believe to be the characteristics of an exemplary teacher? • What are your personal goals to maintain your professionalism? *(Integrity, confidentiality, fairness, open-mindedness...)*	
Is there anything that you would like me to specifically know about the lesson or your professional responsibilities?	

Evaluator's Formative Observation Rating

Measure 2: The Classroom Environment	Rating				Measure 3: Instruction	Rating			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture of Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A ·	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

POST-OBSERVATION MEETING		
*Teacher Signature:	Date:	
*Administrator Signature:	Date:	

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

APPENDIX B

OPGES FORMS

The following forms are included in this section:

- OPGES Forms & Templates for each Specific Job

    o <u>OPGES Guidance Counselor/Social Worker</u>
        - Professional Learning & Reflection Template
        - Pre-Observation Form
        - Post-Observation Form

    o <u>OPGES Instructional Specialist/Coach</u>
        - Professional Learning & Reflection Template
        - Pre-Observation Form
        - Post-Observation Form

    o <u>OPGES Library Media Specialist</u>
        - Professional Learning & Reflection Template
        - Pre-Observation Form
        - Post-Observation Form

    o <u>OPGES School Psychologist/Diagnostician</u>
        - Professional Learning & Reflection Template
        - Pre-Observation Form
        - Post-Observation Form

    o <u>OPGES Therapeutic Specialist/Speech</u>
        - Professional Learning & Reflection Template
        - Pre-Observation Form
        - Post-Observation Form

NEWPORT INDEPENDENT SCHOOLS
PROFESSIONAL LEARNING & REFLECTION TEMPLATE
<u>OPGES</u>: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKERS

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

Self-Reflection – Establishing Priority Growth Needs

Performance Measure Components	Self-Assessment				Rationale
Measure 1: Planning 1A - Demonstrating Knowledge of Counseling Theory and Techniques	I	D	A	E	
1B - Demonstrating Knowledge of Child and Adolescent Development	I	D	A	E	
1C – Establishing Goals for Counseling Program	I	D	A	E	
1D - Demonstrating Knowledge of Regulations	I	D	A	E	
1E – Planning the Counseling Program	I	D	A	E	
1F – Developing Plan to Evaluate Counseling Program	I	D	A	E	
Measure 2: Environment 2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Productive Communication	I	D	A	E	
2C – Managing Routines and Procedures	I	D	A	E	
2D – Establishing Standards of Conduct and Contributing to the Culture for Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
Measure 3: Instruction 3A – Assessing Student Needs	I	D	A	E	
3B – Assisting Students and Teachers in Formulation of Academic, Personal, Social and Career Plans	I	D	A	E	
3C – Using Counseling Techniques	I	D	A	E	
3D – Brokering Resources to Meet Needs	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism 4A - Reflecting on Practice	I	D	A	E	
4B – Maintaining Records	I	D	A	E	
4C – Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F - Showing Professionalism	I	D	A	E	

Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select ONE component from those circled for focused professional growth goal development
1: Planning	1A	1B	1C	1D	1E	1F	
2: Environment	2A	2B	2C	2D	2E		
3: Instruction	3A	3B	3C	3D	3E		
4: Professionalism	4A	4B	4C	4D	4E	4F	

Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:	I	D	A	E

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

Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Measures of Goal Attainment (Tools/Instruments)	
Expected Student Learning Impact	

Demonstration of Goal
Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.

Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval		
Evaluatee Signature:	Date:	
Administrator Signature:	Date:	

Review & Reflection Meetings– Progress Toward Professional Growth Goal
OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
• What progress are you making toward your goal? • What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
• To what extent did you achieve your goal?	

Next Steps/Notes for Future Professional Growth

End of Year Reflection Meeting		
Evaluatee Signature:	Date:	
Administrator Signature:	Date:	

NEWPORT INDEPENDENT SCHOOLS
PRE-OBSERVATION FORM
<u>OPGES</u>: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	

QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge of Counseling Theory • What is your understanding of counseling theory and techniques?	
1B: Knowledge of Students • What understanding do you have of the developmental characteristics of your students, as well as exceptions to the patterns?	
1C: Establishing Goals • How are goals for the program determined? • Are the goals clear and appropriate to the situation in the school and to the age of the students?	
1D: Knowledge of Regulations and Resources • How do you demonstrate an awareness of government regulations relative to students? • What resources for students do you utilize, either through the school, district or external partners?	
1E: Plan the Counseling Program • How does the counseling program include the important aspects of counseling in the setting?	
1F: Evaluating the Program • How will you evaluate the program goals? • What evidence will be collected to indicate the degree to which the goals have been met?	
Is there anything that you would like me to specifically observe?	

PRE-OBSERVATION MEETING		
*Evaluatee Signature:	Date:	
*Administrator Signature:	Date:	

NEWPORT INDEPENDENT SCHOOLS
POST-OBSERVATION REFLECTION & CONFERENCE FORM
<u>OPGES</u>: SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	

QUESTIONS	NOTES/ANSWERS
4A: Reflecting on Practice • What are some positive and negative characteristics of the guidance program? • What are some specific suggestions as to how the program might be improved?	
4B: Preparing and Submitting Reports • How do you ensure timelines are met?	
4C: Communicating with Families • How do you provide thorough and accurate information to families about the counseling program as a whole and about individual students?	
4D: Participating in a Professional Community • Describe your role in the school's professional learning community. *(Mutual support, cooperation, and collaboration with colleagues)* • How do you contribute to school and district events and projects?	
4E: Engage in Professional Development • What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? • Are you a member of any professional organizations? • Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why?	
4F: Showing Professionalism • What do you believe to be the characteristics of an exemplary counselor/social worker? • What are your personal goals to maintain your professionalism? *(Integrity, confidentiality, fairness, open-mindedness...)*	
Is there anything that you would like me to specifically know about your professional responsibilities?	

Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Instruction	Rating			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing Student Needs	I	D	A	E
B: Establishing a Culture for Productive Communication	I	D	A	E	B: Assisting Students & Teachers in Formulation of Academic, Personal, Social, and Career Plans	I	D	A	E
C: Managing Routines & Procedures	I	D	A	E	C: Using Counseling Techniques	I	D	A	E
D: Establishing Standards of Conduct & Contributing to the Culture of Student Behavior	I	D	A	E	D: Brokering Resources to Meet Needs	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility & Responsiveness	I	D	A	E

POST-OBSERVATION MEETING		
*Evaluatee Signature:	Date:	
*Administrator Signature:	Date:	

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

NEWPORT INDEPENDENT SCHOOLS
PROFESSIONAL LEARNING & REFLECTION TEMPLATE
<u>OPGES</u>: INSTRUCTIONAL SPECIALIST/COACH

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

Self-Reflection – Establishing Priority Growth Needs

	Performance Measure Components	Self-Assessment				Rationale
Measure 1: Planning	1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
	1B - Demonstrating Knowledge of School's Program	I	D	A	E	
	1C – Establishing Goals for Instructional Outcomes	I	D	A	E	
	1D - Demonstrating Knowledge of Resources	I	D	A	E	
	1E – Planning the Instructional Support Program	I	D	A	E	
	1F – Developing Plan to Evaluate Instructional Support Program	I	D	A	E	
Measure 2: Environment	2A - Creating an Environment of Respect and Rapport	I	D	A	E	
	2B - Establishing a Culture for Ongoing Improvement	I	D	A	E	
	2C – Managing Procedures for Teachers	I	D	A	E	
	2D – Establishing Norms of Behavior for Professional Interactions	I	D	A	E	
	2E - Organizing Physical Space for Training	I	D	A	E	
Measure 3: Instruction	3A – Collaborating with Teachers	I	D	A	E	
	3B – Engaging Teachers in Learning New Instructional Skills	I	D	A	E	
	3C – Sharing Expertise with Staff	I	D	A	E	
	3D – Locating Resources for Teachers	I	D	A	E	
	3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism	4A - Reflecting on Practice	I	D	A	E	
	4B – Preparing and Submitting Budgets and Reports	I	D	A	E	
	4C – Coordinating Work with other Instructional Specialists	I	D	A	E	
	4D - Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F - Demonstrating Professionalism	I	D	A	E	

Professional Learning, Growth Goal, & Action Planning

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select ONE component from those circled for focused professional growth goal development			
1: Planning	1A	1B	1C	1D	1E	1F				
2: Environment	2A	2B	2C	2D	2E					
3: Instruction	3A	3B	3C	3D	3E					
4: Professionalism	4A	4B	4C	4D	4E	4F				
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:							I	D	A	E

Professional Growth Goal	
Professional Growth Goal • What do I want to change about my services that will effectively impact student learning? • What personal learning is necessary to make that change? • What are the measures of success?	

Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Measures of Goal Attainment (Tools/Instruments)	
Expected Student Learning Impact	

Demonstration of Goal
Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.

Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

Review & Reflection Meetings– Progress Toward Professional Growth Goal
OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
• What progress are you making toward your goal? • What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
• To what extent did you achieve your goal?	

Next Steps/Notes for Future Professional Growth

End of Year Reflection Meeting	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
PRE-OBSERVATION FORM
<u>OPGES</u>: INSTRUCTIONAL SPECIALIST/COACH

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	

QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge of Special Area and Professional Development • How do you demonstrate knowledge of your specialty area and current trends in professional development?	
1B: Knowledge of Programs and Teacher Skills • How do you demonstrate knowledge of the school's program and of teacher skill in delivering that program?	
1C: Establishing Goals • What are your goals for the instructional support program? • Are the goals clear and suitable to the situation and need of the staff?	
1D: Knowledge of Resources • What available resources are you aware of in the school, district and in larger professional community for teachers to advance their skills?	
1E: Planning Instructional Support • How does your plan designed to support teachers in the improvement of their skills?	
1F: Evaluating Instructional Support • How will you evaluate your goals? • What evidence will be collected to indicate the degree to which the goals have been met?	
Is there anything that you would like me to specifically observe?	

PRE-OBSERVATION MEETING		
*Evaluatee Signature:		Date:
*Administrator Signature:		Date:

NEWPORT INDEPENDENT SCHOOLS
POST-OBSERVATION REFLECTION & CONFERENCE FORM
<u>OPGES</u>: INSTRUCTIONAL SPECIALIST/COACH

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	

QUESTIONS	NOTES/ANSWERS
4A: Reflecting on Practice • What are some positive and negative characteristics of the instructional support program? • What are some specific suggestions as to how the program might be improved?	
4B: Preparing and Submitting Reports • How do you ensure timelines are met?	
4C: Coordination of Work • How do you collaborate with other instructional specialists/coaches within the district?	
4D: Participating in a Professional Community • Describe your role in the school's professional learning community. *(Mutual support, cooperation, and collaboration with colleagues)* • How do you contribute to school and district events and projects?	
4E: Engage in Professional Development • What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? • Are you a member of any professional organizations? • Are you professionally reading to enhance your pedagogy? Education research journals? Best practice books? Which have been most helpful to you and why?	
4F: Showing Professionalism • What do you believe to be the characteristics of an exemplary instructional specialist/coach? • What are your personal goals to maintain your professionalism? *(Integrity, confidentiality, fairness, open-mindedness...)*	
Is there anything that you would like me to specifically know about your professional responsibilities?	

Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Instruction	Rating			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Teachers	I	D	A	E
B: Establishing a Culture for On-Going Improvement	I	D	A	E	B: Engaging Teachers in Learning New Instructional Skills	I	D	A	E
C: Managing Procedures for Teachers	I	D	A	E	C: Sharing Expertise with Staff	I	D	A	E
D: Establishing Norms of Behavior for Professional Interactions	I	D	A	E	D: Locating Resources for Teachers	I	D	A	E
E: Organizing Physical Space for Training	I	D	A	E	E: Demonstrating Flexibility & Responsiveness	I	D	A	E

POST-OBSERVATION MEETING		
*Evaluatee Signature:	Date:	
*Administrator Signature:	Date:	

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

NEWPORT INDEPENDENT SCHOOLS
PROFESSIONAL LEARNING & REFLECTION TEMPLATE
<u>OPGES</u>: LIBRARY MEDIA SPECIALIST

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

<u>Self-Reflection – Establishing Priority Growth Needs</u>

	Performance Measure Components	Self-Assessment				Rationale
Measure 1: Planning	1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
	1B - Demonstrating Knowledge of Students	I	D	A	E	
	1C – Supporting Instructional Goals	I	D	A	E	
	1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
	1E – Demonstrating Knowledge of Literature and Lifelong Learning	I	D	A	E	
	1F – Collaborating in the Design of Instructional Experiences	I	D	A	E	
Measure 2: Environment	2A – Creating an Environment of Respect and Rapport	I	D	A	E	
	2B – Establishing a Culture for Learning	I	D	A	E	
	2C – Managing Library Procedures	I	D	A	E	
	2D – Managing Student Behavior	I	D	A	E	
	2E - Organizing Physical Space	I	D	A	E	
Measure 3: Instruction	3A – Communicating Clearly and Accurately	I	D	A	E	
	3B – Using Questioning and Research Techniques	I	D	A	E	
	3C – Engaging Students in Learning	I	D	A	E	
	3D – Assessment in Instruction	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism	4A - Reflecting on Practice	I	D	A	E	
	4B – Maintaining Accurate Records	I	D	A	E	
	4C – Communication with School Staff and Community	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Growing and Developing Professionally	I	D	A	E	
	4F – Collection Development and Maintenance	I	D	A	E	
	4G – Managing Library Budget	I	D	A	E	

Performance Measure Components	Self-Assessment				Rationale
4H- Managing Personnel	I	D	A	E	
4I – Professional Ethics	I	D	A	E	

Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection									Select ONE component from those circled for focused professional growth goal development
1: Planning	1A	1B	1C	1D	1E	1F				
2: Environment	2A	2B	2C	2D	2E					
3: Instruction	3A	3B	3C	3D	3E					
4: Professionalism	4A	4B	4C	4D	4E	4F	4G	4H	4I	
Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:					I	D	A	E		

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

Professional Development/Learning Action Plan		
Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments)		
Expected Student Learning Impact		

Professional Development/Learning Action Plan		
Demonstration of Goal *Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.*		
Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

Review & Reflection Meetings– Progress Toward Professional Growth Goal
OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
• What progress are you making toward your goal? • What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
• To what extent did you achieve your goal?	

Next Steps/Notes for Future Professional Growth

End of Year Reflection Meeting		
Evaluatee Signature:	**Date:**	
Administrator Signature:	**Date:**	

NEWPORT INDEPENDENT SCHOOLS
PRE-OBSERVATION FORM
OPGES: LIBRARY MEDIA SPECIALIST

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	

QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge of Content • What is your identified student learning target(s)? (if applicable) • How will you demonstrate your knowledge of curriculum, information, media, digital literacy, and the research process?	
1B: Knowledge of Students • How do you demonstrate knowledge of students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs? • How do you demonstrate knowledge of planning and developing resources based on students?	
1C: Supporting Instructional Goals • How do you demonstrate understanding of the instructional goals for the different disciplines and diverse student populations? • What resources do you provide – technology and instructional services to support these goals?	
1D: Knowledge and Use of Resources • What is your knowledge base of available resources within the school's library collection; electronically or online? • Discuss how you seek other resources throughout the district, from agencies, organizations, and institutions within the community at large.	
1E: Knowledge of Literature and Lifelong Learning • What is your knowledge of current and classic literature? • How do you promote reading for pleasure and the love of learning?	

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	

QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1F: Collaborating in the Design of Instructional Experiences • How do you collaborate with teachers in planning and implementing learning activities?	
Is there anything else you would like me to specifically observe?	

PRE-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
POST-OBSERVATION REFLECTION & CONFERENCE FORM
OPGES: LIBRARY MEDIA SPECIALIST

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	**NOTES/ANSWERS**
4A: Reflecting on Practice • How often do you reflect on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program? • Are changes made to ensure that future needs are met for a growing dynamic program?	
4B: Maintaining Accurate Records • How do you maintain accurate, current and accessible records including: catalog of resources; circulation records, inventory of equipment, statistics of use. • Are these records reported at the end of year? • How is this data used?	
4C: Communicating with Staff and Family • How do you communicate with the school staff and families to keep them informed about the use of the library, new resources and service?	
4D: Participating in a Professional Community • How do you contributes to the school and the district by voluntarily participating in school events and serving on school and district committees?	
4E: Growing & Developing Professionally • How do you seek out opportunities for professional development?	
4F: Collection Development and Maintenance • How do you assess, makes new purchases, weed the collection of resources and equipment to keep the holding current and meet the needs of the curriculum?	

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	

QUESTIONS	NOTES/ANSWERS
4G: Managing the Library Budget • How do you develop the budget proposal? • Do you follow department and/or district guidelines?	
4H: Managing Personnel • How do you delegate responsibility and/or provide training?	
4I: Professional Ethics • How do you ensure copyright laws are followed?	
Is there anything that you would like me to specifically know about your professional responsibilities?	

Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Delivery of Services	Rating			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating Clearly & Accurately	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Research Techniques	I	D	A	E
C: Managing Library Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility & Responsiveness	I	D	A	E

POST-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

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

NEWPORT INDEPENDENT SCHOOLS
PROFESSIONAL LEARNING & REFLECTION TEMPLATE
OPGES: SCHOOL PSYCHOLOGISTS/DIAGNOSTICIAN

OPGES Evalutee	
School	
Grade Level/Subject(s)	

Self-Reflection – Establishing Priority Growth Needs

	Performance Measure Components	Self-Assessment				Rationale
Measure 1: Planning	1A - Demonstrating Knowledge in Using Psychological Instruments to Evaluate Students	I	D	A	E	
	1B - Demonstrating Knowledge of Child and Adolescent Development	I	D	A	E	
	1C – Establishing Goals for Psychology Program	I	D	A	E	
	1D - Demonstrating Knowledge of Regulations	I	D	A	E	
	1E – Planning the Psychology Program	I	D	A	E	
	1F – Developing Plan to Evaluate Psychology Program	I	D	A	E	
Measure 2: Environment	2A – Establishing Rapport with Students	I	D	A	E	
	2B - Establishing a Culture for Positive Mental Health	I	D	A	E	
	2C – Establishing and Maintaining Procedures	I	D	A	E	
	2D – Establishing Standards of Conduct	I	D	A	E	
	2E - Organizing Physical Space and Storage of Materials	I	D	A	E	
Measure 3: Instruction	3A – Responding to Referrals	I	D	A	E	
	3B – Evaluating Student Needs with NASP Guidelines	I	D	A	E	
	3C – Chairing Evaluation Team	I	D	A	E	
	3D – Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E	
	3E – Maintaining Contact with Physicians	I	D	A	E	
	3F – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism	4A - Reflecting on Practice	I	D	A	E	
	4B – Communicating with Families	I	D	A	E	
	4C – Maintaining Accurate Records	I	D	A	E	
	4D - Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F - Demonstrating Professionalism	I	D	A	E	

Professional Learning, Growth Goal, & Action Planning

Performance Measure	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select ONE component from those circled for focused professional growth goal development
1: Planning	1A	1B	1C	1D	1E	1F	
2: Environment	2A	2B	2C	2D	2E		
3: Instruction	3A	3B	3C	3D	3E	3F	
4: Professionalism	4A	4B	4C	4D	4E	4F	

Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:	I	D	A	E

Professional Growth Goal • What do I want to change about my services that will effectively impact student learning? • What personal learning is necessary to make that change? • What are the measures of success?	

Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Measures of Goal Attainment (Tools/Instruments)	
Expected Student Learning Impact	

Demonstration of Goal		
Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.		
Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

Review & Reflection Meetings– Progress Toward Professional Growth Goal
OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
• What progress are you making toward your goal? • What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
• To what extent did you achieve your goal?	

Next Steps/Notes for Future Professional Growth

End of Year Reflection Meeting	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
PRE-OBSERVATION FORM
<u>OPGES</u>: SCHOOL PSYCHOLOGIST/DIAGNOSTICIAN

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	

QUESTIONS FOR DISCUSSION	NOTES/ANSWERS
1A: Knowledge and skill in using psychological instruments to evaluate students. • How will you demonstrate your knowledge of a wide range of psychological instruments to evaluate students? • Explain how you know which instrument to use with each student.	
1B: Knowledge of child and adolescent development and psychopathology • How do you demonstrate knowledge of child and adolescent development?	
1C: Establishing goals for the psychology program appropriate to the setting • How do you determine the goals for the treatment program to ensure appropriateness to the situation and age of the students?	
1D: Knowledge state and federal regulations and the resources both within and beyond the school and district • What is your knowledge base of resources for students available through the school or district and in the community? • Discuss your knowledge of governmental regulations.	
1E: Planning the psychology program integrated with the regular school program • Discuss how your plan includes preventive and meets the individual needs of students.	
1F: Developing a plan to evaluate the psychology program • How do you plan to evaluate the program? • Discuss how you will collect and utilize evidence to indicate the degree to which goals have been met.	
Is there anything else you would like me to specifically observe?	

PRE-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
POST-OBSERVATION REFLECTION & CONFERENCE FORM
<u>OPGES</u>: SCHOOL PSYCHOLOGIST/DIAGNOSTICIAN

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	

QUESTIONS	NOTES/ANSWERS
4A: Reflecting on Practice • How often do you reflect on the effectiveness of services, resources, and strategies to ensure that they are meeting the goals of the psychology program? • Are changes made to ensure that future needs are met for the program?	
4B: Communicating with Families • How do you communicate with families to secure permission for evaluations? • How do you ensure the communication is done so in a manner that is sensitive to cultural and linguistic traditions?	
4C: Maintaining accurate records • How do your ensure your records are accurate, legible, well organized and stored in a secure location?	
4D: Participating in a professional community • In which school and district events are you an active participant?	
4E: Engaging in professional development • How do you seek opportunities for professional development?	
4F: Showing professionalism • Discuss a time when you assumed a leadership role with colleagues. • Share a time when you demonstrated a high standard of honesty, integrity while ensuring confidentiality.	
Is there anything that you would like me to specifically know about your professional responsibilities?	

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating				Domain 3: Delivery of Service	Rating			
A: Establishing rapport with students	I	D	A	E	A: Responding to referrals	I	D	A	E
B: Establishing a culture for positive mental health	I	D	A	E	B: Evaluating student needs with NASP guidelines	I	D	A	E
C: Establishing and maintaining clear procedures	I	D	A	E	C: Chairing evaluation team	I	D	A	E
D: Establishing standards of conduct	I	D	A	E	D: Planning interventions to maximize student's likelihood of success	I	D	A	E
E: Organizing physical space for testing and storage of materials	I	D	A	E	E: Maintaining contact with physicians and community mental health service providers	I	D	A	E
					F: Demonstrating flexibility and responsiveness	I	D	A	E

NOTE: The evaluator may use professional judgments to omit any categories if necessary to ensure alignment to job expectations.

POST-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

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

NEWPORT INDEPENDENT SCHOOLS
PROFESSIONAL LEARNING & REFLECTION TEMPLATE
<u>OPGES</u>: THERAPEUTIC SPECIALISTS/SPEECH

OPGES Evaluatee	
School	
Grade Level/Subject(s)	

<u>Self-Reflection – Establishing Priority Growth Needs</u>

	Performance Measure Components	Self-Assessment				Rationale
Measure 1: Planning	1A - Demonstrating Knowledge and Skill	I	D	A	E	
	1B - Establishing Goals for Therapy Program	I	D	A	E	
	1C – Demonstrating Knowledge of Regulations	I	D	A	E	
	1D - Demonstrating Knowledge of Resources	I	D	A	E	
	1E – Planning the Therapy Program	I	D	A	E	
	1F – Developing Plan to Evaluate Therapy Program	I	D	A	E	
Measure 2: Environment	2A – Establishing Rapport with Students	I	D	A	E	
	2B – Organizing Time Effectively	I	D	A	E	
	2C – Establishing and Maintaining Procedures	I	D	A	E	
	2D – Establishing Standards of Conduct	I	D	A	E	
	2E - Organizing Physical Space and Storage of Materials	I	D	A	E	
Measure 3: Instruction	3A – Responding to Referrals	I	D	A	E	
	3B – Developing and Implementing Treatment Plans	I	D	A	E	
	3C – Communicating with Families	I	D	A	E	
	3D – Collecting Information & Writing Reports	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Measure 4: Professionalism	4A - Reflecting on Practice	I	D	A	E	
	4B – Collaborating with Teachers & Administrators	I	D	A	E	
	4C – Maintaining an Effective Data Management System	I	D	A	E	
	4D - Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F - Demonstrating Professionalism	I	D	A	E	

Professional Learning, Growth Goal, & Action Planning

Performance Measure Components	Components for Professional Growth Circle/Highlight Professional Growth Priority Components from Self-Reflection						Select ONE component from those circled for focused professional growth goal development
1: Planning	1A	1B	1C	1D	1E	1F	
2: Environment	2A	2B	2C	2D	2E		
3: Instruction	3A	3B	3C	3D	3E		
4: Professionalism	4A	4B	4C	4D	4E	4F	

Circle/Highlight Current Level of Performance for the Selected Growth Goal Component:	I	D	A	E

Professional Growth Goal • What do I want to change about my services that will effectively impact student learning? • What personal learning is necessary to make that change? • What are the measures of success?	

Professional Development/Learning Action Plan

Steps for Professional Learning Toward Goal	Resources/Support	Targeted Completion Date

Measures of Goal Attainment (Tools/Instruments)	
Expected Student Learning Impact	

Demonstration of Goal
Identify (by circling/highlighting) the documentation intended to demonstrate your professional growth.

Artifacts	Data Analysis	Ongoing Self-Reflection
Certificate of Completion	Collaboration with Colleague(s)	Observation/Walkthrough Data
PLC Documents	Other: (please specify)	Other: (please specify)

Professional Development/Learning Goal & Action Plan Approval	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

Review & Reflection Meetings– Progress Toward Professional Growth Goal

OPTIONAL

Reflection Questions	Reflections on Progress Toward Professional Growth Goal
• What progress are you making toward your goal? • What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin. Initials	Evaluatee Initials

End of Year Reflection Meeting- Level of Attainment for Professional Growth Goal

Reflection Questions	End of Year Reflections on Progress Toward Professional Growth Goal
• To what extent did you achieve your goal?	

Next Steps/Notes for Future Professional Growth

End of Year Reflection Meeting	
Evaluatee Signature:	Date:
Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
PRE-OBSERVATION FORM
<u>OPGES</u>: THERAPEUTIC SPECIALIST/SPEECH

OPGES EVALUATEE	
SCHOOL	
DATE/TIME OF OBSERVATION	
OBSERVER	
QUESTIONS FOR DISCUSSION	**NOTES/ANSWERS**
1A: Demonstrating knowledge and skill in the specialist therapy area • How will you demonstrate your knowledge and skill in the therapy area? • Explain your certificate or license.	
1B: Establishing goals for the therapy program • How do you determine the therapy goals?	
1C: Demonstrating knowledge of district, state and federal regulations and guidelines • Discuss your knowledge of special education laws and procedure.	
1D: Demonstrating knowledge of resources both within and beyond the school and district • What is your knowledge base of resources for students available through the school or district and in the community?	
1E: Planning the therapy program integrated with the regular school program to meet the needs of individual students • Discuss how your plan includes the important aspects of work in the setting. • How do you provide services to support individualized students' needs.	
1F: Developing a plan to evaluate the therapy program • How do you plan to evaluate the program? • Discuss how your plan goals and evidence support each goal.	
Is there anything else you would like me to specifically observe?	

PRE-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

NEWPORT INDEPENDENT SCHOOLS
POST-OBSERVATION REFLECTION & CONFERENCE FORM
<u>OPGES</u>: THERAPEUTIC SPECIALIST/SPEECH

OPGES EVALUATEE	
SCHOOL	
OBSERVER	
DATE OF OBSERVATION	
QUESTIONS	**NOTES/ANSWERS**
4A: Reflecting on Practice • How often do you reflect on the effectiveness of your practices? • Discuss suggestions as to how the therapy program might be improved.	
4B: Collaborating with teachers and administrators • How do you communicate with teachers and administrators regarding individual cases?	
4C: Maintaining an effective data management system • How do you maintain an effective data-management system for monitoring student progress? • Discuss how you utilized data to adjust student treatment.	
4D: Participating in a professional community • In which school and district events are you an active participant?	
4E: Engaging and professional development • How do you seek opportunities for professional development?	
4F: Showing professionalism • Discuss a time when you assumed a leadership role with colleagues. • Share a time when you demonstrated a high standard of honesty, integrity while ensuring confidentiality.	
Is there anything that you would like me to specifically know about your professional responsibilities?	

Evaluator's Formative Observation Rating

Performance Measure 2: Environment	Rating				Performance Measure 3: Instruction	Rating			
A: Establishing rapport with students	I	D	A	E	A: Responding to referrals	I	D	A	E
B: Organizing time effectively	I	D	A	E	B: Developing and implementing treatment plans	I	D	A	E
C: Establishing and maintaining Procedures	I	D	A	E	C: Communicating with families	I	D	A	E
D: Establishing standards of conduct	I	D	A	E	D: Collecting information; writing reports	I	D	A	E
E: Organizing physical space & storage of materials	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

POST-OBSERVATION MEETING	
*Evaluatee Signature:	Date:
*Administrator Signature:	Date:

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

APPENDIX C

TPGES & OPGES FORMS

The following forms are included in this section and are utilized in BOTH the TPGES and OPGES Systems:

- TPGES/OPGES Review & Reflection Meeting Form
- TPGES/OPGES Summative Evaluation Form

NEWPORT INDEPENDENT SCHOOLS
TPGES/OPGES REVIEW & REFLECTION MEETING FORM
(OPTIONAL)

What is the review & reflection meeting? The review and reflection of formative assessments and evidence toward goals in the classroom allows teachers and administrators to take the time to look at the evidence and note progress and make any corrections during the process rather than at the end of the year.

REVIEW & REFLECTION MEETING CHECKLIST	
Complete prior to the Review & Reflection Meeting	
	Review Self-Reflection
Bring to the Review & Reflection Meeting	
	Data showing student achievement
	Artifacts/Evidence of progress towards PGP
Be prepared to discuss these items at the Review & Reflection Meeting	
	Share your analysis of the year-to-date progress
	Discuss any modifications needed for your plans based on the data
	Identify next steps and any support needed

QUESTIONS FOR DISCUSSION	NOTES/REFLECTIONS
Observation Questions (Measures 1, 2, & 3) • How do you think you have shown improvement? • What areas do you still need to grow and what evidence can you show or provide? • What professional practices and decisions in your work have had the most influence on your ability to support student achievement?	
Observation Questions (Measure 4) • How has this goal caused you to change professional practice? • How has this change caused an increase in student progress?	

REVIEW & REFLECTION MEETING		
Teacher Signature:	Date:	
Administrator Signature:	Date:	

NEWPORT INDEPENDENT SCHOOLS
TPGES/OPGES SUMMATIVE EVALUATION

EVALUATEE	
SCHOOL	
GRADE LEVEL/SUBJECT(S)/ROLE	
EVALUATOR	

SUMMATIVE CYCLE Please check which box applies to the evaluatee	One Year Summative Cycle	Three Year Summative Cycle

OBSERVATION DATA

	Observation 1 Obs. Type:	Observation 2 Obs. Type:	Observation 3 Obs. Type:	*Optional Observation*
Date				
Pre-Conference Meeting Date (OPTIONAL)				
Post-Conference Meeting Date (Date information was shared if completed electronically)				

SUMMATIVE RATINGS FOR PERFORMANCE MEASURES
Please check which box applies to the evaluatee

	Exemplary	Accomplished	Developing	Ineffective
Measure 1: Planning				
Measure 2: Environment				
Measure 3: Instruction				
Measure 4: Professionalism				

OVERALL SUMMATIVE RATING Please check which box applies to the evaluatee	EXEMPLARY	ACCOMPLISHED	DEVELOPING	INEFFECTIVE

Evaluatee's Comments:

Evaluator's Comments:

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

EMPLOYMENT RECOMMENDATION TO DISTRICT OFFICE Please check which box applies to the evaluatee	Meets PGES Requirements for Re-employment	Does Not Meet PGES Requirements for Re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district evaluation plan.

SUMMATIVE EVALUATION MEETING		Evaluatee Agrees	Evaluatee Disagrees
		Evaluatee will Check One Below	
*Evaluatee Signature:	Date:		
*Administrator Signature:	Date:		

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

APPENDIX D

PPGES FORMS

The following forms are included in this section:

- PPGES Professional Learning & Reflection Template
- PPGES Site Visit Form
- PPGES Summative Evaluation Form

NEWPORT INDEPENDENT SCHOOLS
PPGES PROFESSIONAL LEARNING, GOALS, & REFLECTION TEMPLATE

Principal	
School	
Level/Grades	
School Year	

SELF-REFLECTION ON THE PPGES PERFORMANCE MEASURES

Reflect on the effectiveness and adequacy of your practice in each of the performance measures in the table below.

	PERFORMANCE MEASURE	SELF-ASSESSMENT				STRENGTHS AND AREAS FOR GROWTH
PLANNING	**Mission, Vision and Core Values** *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*	I	D	A	E	
	Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E	
	School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E	
ENVIRONMENT	**Equality and Cultural Responsiveness** *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*	I	D	A	E	
	Professional Community for Teachers and Staff *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being*	I	D	A	E	

PERFORMANCE MEASURE		SELF-ASSESSMENT				STRENGTHS AND AREAS FOR GROWTH
INSTRUCTION	**Curriculum, Instruction & Assessment** *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*	I	D	A	E	
	Community of Care & Support for Students *Effective educational leaders cultivate an inclusive, caring, and supportive school community that supports the academic success and well-being of each student.*	I	D	A	E	
	Professional Capacity of School Personnel *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*	I	D	A	E	
PROFESSIONALISM	**Ethics and Professional Norms** *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*	I	D	A	E	
	Meaningful Engagement of Families and Community *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*	I	D	A	E	

Examine additional relevant **data sources to make an informed decision on growth needs. Select an area of growth from** the above self-reflection to focus your professional **growth goals**

PRINCIPAL'S PROFESSIONAL GROWTH GOAL

Professional Growth Goal Statement (*Based on the Self-Reflection*)	

Principal's Professional Growth Action Plan
*This plan will outline what the **principal** will do to impact his/her professional growth goal.*

Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

PROFESSIONAL GROWTH GOAL & ACTION PLAN APPROVAL

Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

MID-YEAR PPGES DATA, SURVEY RESULTS, & REFLECTIONS

PPGES MID-YEAR DATA ANALYSIS

Date of Data Analysis	
Data Selected Student Achievement Data, Non-Academic Data, Supervisor Feedback, etc....	**Analysis & Results of Data** Provide Data Evidence

PPGES MID-YEAR SURVEY REFLECTIONS

Type of Survey	
Date of Survey	

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Survey Reflection Questions	Principal Reflections on Survey Results
• What did teachers/staff perceive as major strengths?	
• What did teachers/staff perceive as major weaknesses?	
• List any factors that might have influenced the results.	

PPGES MID-YEAR REVIEW & REFLECTION MEETING

Feedback to Principal Revisions/Modifications of Strategies or Action Plans	
Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

END-OF-YEAR PPGES DATA, SURVEY RESULTS, & REFLECTIONS

PPGES END-OF-YEAR DATA ANALYSIS	
Date of Data Analysis	

Data Selected Student Achievement Data, Non-Academic Data, Supervisor Feedback, etc....	**Analysis & Results of Data** Provide Data Evidence

PPGES END-OF-YEAR SURVEY REFLECTIONS		
Type of Survey		
Date of Survey		

Number of Surveys Distributed	**Number of Completed Surveys Returned**	**Percentage of Completed Surveys Returned**

Survey Reflection Questions	**Principal Reflections on Survey Results**
• What did teachers/staff perceive as major strengths?	
• What did teachers/staff perceive as major weaknesses?	
• List any factors that might have influenced the results.	

PPGES END-OF-YEAR REVIEW & REFLECTION MEETING	
Feedback to Principal & Next Steps	

Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

PPGES Site Visit Form | NEWPORT INDEPENDENT SCHOOLS

Kentucky Principal Professional Growth and Effectiveness System

Principal	
School	
Level	

FIRST SITE VISIT	
Date of Site Visit	
Site Visit Observation Notes & Feedback	

FIRST SITE VISIT & REFLECTION MEETING	
Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

SECOND SITE VISIT	
Date of Site Visit	
Site Visit Observation Notes & Feedback	

SECOND SITE VISIT & REFLECTION MEETING	
Principal Signature:	Date:
Superintendent/Designee Signature:	Date:

Performance Measure: PLANNING
PSEL Standard 1: Mission, Vision & Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership

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Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback: