

**CERTIFIED**

**E VALUATION PLAN**

ELIZABETHTOWN INDEPENDENT SCHOOLS

##### 219 Helm Street

**Elizabethtown, KY42701**

**Phone: 270-765-6146**

**Website:** [**http://etown.kyschools.us**](http://etown.kyschools.us/)

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Vision Statement:

“A Tradition of Excellence:

High Standards, Each Student, Every Day.”

Mission Statement:

The vision of the Elizabethtown Independent Schools is to ensure the following:

Students who are motivated, challenged, and empowered to be lifelong learners prepared to

success in a changing, diverse society.

Parentswhoareactivepartners,equippedtoparticipateinthelearningprocessofeachstudent.

ASchoolDistrictthatiswillingtodowhateverittakestomeettheneedsofeachstudentand ensureeachchild’seducationalandpersonalsuccess.

ACommunitythatisanactivepartnerinsecuringresourcesandtoolsthatwillassisteachchild indiscoveringhisorhergreatestpotential.

Strategic Objectives:

#1 – Prepared Students

To provide learning experiences that meet the needs of each student and prepare him or her for life

#2 – High Quality Staff

To attract the highest quality staff while promoting and supporting continuous professional growth

#3 – Family and Community Partnerships

Todeveloprapportwithfamiliesandthecommunity;tonurtureandexpandtheirinvolvementwiththe purpose of preparingstudents.

#4 – Technology

To incorporate the responsible, effective and seamless integration of technology for communication, production and instructional purpose

#5- Culture and Climate

TobuildonourTraditionofExcellence,creatinganinclusiveandinspiringclimatethatisculturally sensitivetotheever-changingdiversityofourschoolprogram

**ELIZABETHTOWN INDEPENDENT SCHOOLS**

Mr. Jonathan Neil Ballard, Superintendent Evaluation Contact Person: MichelleMotley

Certified Evaluation Plan Committee Members

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **School** |
|  | | |
| Laura Berger | Teacher | T.K. Stone Middle School |
| JoAnna Breunig | GT Teacher | Elizabethtown High School |
| Carole Brown | Director of Special Programs | Panther Academy |
| Kelli Bush | Assistant Superintendent for Student Learning | Central Office, Board of Education |
| James Druin | Teacher | T.K. Stone Middle School |
| Laura Beth Hayes | Teacher | Morningside Elementary School |
| B.J. Henry | Assistant Principal for Academics | Elizabethtown High School |
| Pam Hinton | Teacher | Helmwood Heights Elementary School |
| Carla Kuhn | Principal | Panther Academy |
| Michelle Motley | Director of Personnel | Central Office, Board of Education |
| Tim Mudd | Principal | Morningside Elementary School |
| Amy Truitt | Media Specialist and Teacher | Panther Academy |

**ASSURANCE**

**CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN**

*The* Elizabethtown Independent *School System 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**:

Pam Hinton Teacher

LauraBethHayes Teacher

JoAnnaBreunig Teacher

AmyTruitt MediaSpecialist/Teacher

LauraBerger Teacher

James Druin Teacher

BJHenry AssistantPrincipal

CaroleBrown Director of SpecialPrograms

TimMudd Principal

CarlaKuhn Principal

KelliBush Assistant Superintendent for StudentLearning

MichelleMotley Director ofPersonnel

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 18, 2020 (704 KAR 3:370)

Signature ofDistrictSuperintendent Date

Signature of Chairperson, BoardofEducation Date

### Elizabethtown Independent Schools Certified Employees’ Evaluation Plan

1. The Certified Evaluation Plan shall be developed by the Certified EvaluationPlan Committee and approved by the Superintendent and the Board ofEducation.
2. All administrators, teachers, other professionals, and district-level certified staff shall be evaluated based on the criteria presented in this plan. The Superintendent shall be evaluated by the Board ofEducation.
3. The evaluation plan and the criteria on which certified employees are to be evaluated shall be explained to and discussed with them no later than the endof the evaluatee’s first thirty (30) calendar days of reporting for employment each school year.
4. The immediate of the certified employee shall be designated theprimary

evaluator, and the name of a certified employee’s primary evaluator shall be provided no later than ten working days of reporting for employment each school year.

1. One designated administrator shall evaluate the performance of each itinerant/traveling employee. Administrators of other schools to which the itinerant/traveling employee is assigned shall assist in the collection of data, and this information will become a part of the itinerant/traveling employee’s evaluation.
2. All Professional Growth Plans will align with school/district improvementplans.
3. Other Professionals holding a license to practice will follow the same guidelines for evaluation as their certifiedpeers.
4. At the request of a teacher, other professional or district-certified staff member (other than administrator), an observation by anotherteacher/other

professional, trained in the employee’s content area or area of specialization and trained to conduct a peer observation, or other administrator certified to conduct observations may be incorporated into the formative evaluation process. The selection of the third party shall, if possible, be determined through mutual agreement by the employee and evaluator. A certified employee who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and employee have not agreed upon the selection of the third-party observer within five (5) days of the employee’s request, the superintendent/designee shall select the third-partyobserver.

**Roles, Definitions, and Acronyms:**

1. **Administrator:** a certified staff person who devotes the majority of employed time in the role of principal,forwhichadministrativecertificationisrequiredbytheEducationalProfessionalStandards Board pursuant to 16 KAR3:050.
2. **Artifact:** a product of a certified school personnel’s work that demonstrates knowledge, skills, and meeting the performancestandard.
3. **Assistant Principal:** an administrator who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR3:050.
4. **Certified Administrator:** a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to Chapter 16 of the Kentucky AdministrativeRegulations.
5. **Certified School Personnel:** a certified employee, below the level of Superintendent, who devotes the majority of employed time in a position in a district or which certification is required by the Education Professional Standards Board pursuant to KAR Title 16 and includes certified administrators, assistant principals, principals, other professionals, andteachers.
6. **Conference:** a meeting that includes a conversation between the evaluator and the evaluatee for the purposes of providing feedback from the evaluator, 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 growthplan.
7. **Corrective Action Plan:** a plan established to assist the employee when the evaluator identifies specific area(s) that need immediate attention by theevaluatee.
8. **Educator:** a person who provides instruction or education; ateacher.
9. **Evaluatee:** the certified school personnel who is beingevaluated.
10. **Evaluator**: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training; the primaryevaluator.
11. **Evidence**: documents or demonstrations that indicate proof of a particulardescriptor.
12. **Formal Observation**: an observation conducted by a certified observer for the purpose of evaluation.
13. **Framework for Teaching:** a document indicating the domain, components, and descriptors by which certified personnel other than administrators will beevaluated.
14. **Full Observation:** an observation conducted by an employee’s supervisor that documents overt occurrences over an amount of time that spans the entire class period orlesson.
15. **Improvement Plan:** A plan for improvement up to twelve months in durationfor:
    1. Teachers and other professionals whose overall performance rating equalsIneffective.
    2. Principals or Assistant Principals whose overall performance rating equalsIneffective.
16. **JobCategory**:Agrouporclassofcertifiedschoolpersonnelpositionswithcloselyrelatedfunctions.
17. **Mini-Observation**: an observation conducted by an employee’s supervisor or peer that documents relative overt occurrences for a time span of approximately 20 to 30minutes.
18. **Observation**: a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of anyduration.
19. **Observer Calibration**: the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providingfeedback.
20. **Observer Certification**: a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation andfeedback.
21. **Opening Day:** the first day of the school year for all teaching staff and otherprofessionals.
22. **Other Professionals**: certified personnel other than teachers, district-level certified staff, or administrators. These may include library media specialists, guidance counselors, speech therapists, and instructionalspecialists/coaches.
23. **PerformanceCriteria:** theareas,skills,oroutcomesonwhichcertifiedpersonnelareevaluated.
24. **Performance Measure:** one of four categories defined in the Kentucky Framework: Planning, Environment, Instruction andProfessionalism.
25. **Performance Rating**: the summative description of an evaluatee’s performance; same as performancecategory.
26. **Personnel Evaluation System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and the uses clear and timely formative feedback to guide professionalgrowth.
27. **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 to16KAR3:050.
28. **Professional Growth**: increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise and othercharacteristics.
29. **Professional Growth Goal**: measurable goal written by a certified employee in consultation with the evaluator and using established guiding questions; a component of the professional growth planning process.
30. **Professional Growth Plan**: An individualized plan for a certified employee that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectivesortargets andaplanformonitoringprogress;(d)Amethodforevaluatingsuccess;and

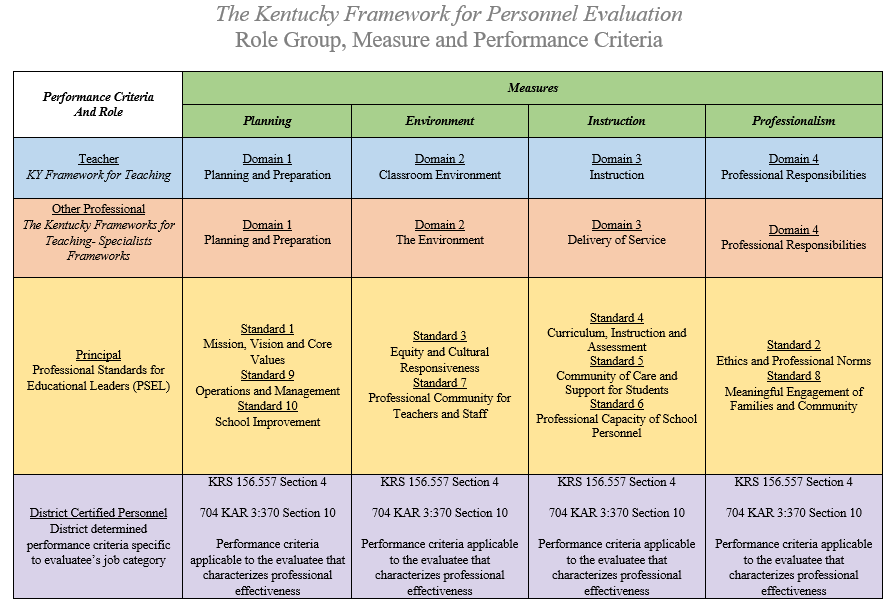
(e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

1. **Professional Practice**: the demonstration, in the school environment, of the evaluatee’s professional knowledge andskill.
2. **Self-Reflection:** the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of self-improvement and identifying areas for professional learning andgrowth.
3. **SourcesofEvidence**:evidencefrommultiplemeasures,asspecifiedinthisevaluationplan;artifacts of data collection from professional practice used to inform evaluators to inform Performance Measure Ratings.
4. **Student Voice Survey:** the student perception survey that is administered annually to a minimum of one(1)district-designatedgroupofstudentsperteacherevaluatee;adistrictdesignatedselection

of students that provide data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.

1. **Summative Evaluation:** the summary of, and conclusions from, the evaluation data, including formative evaluation data gathered throughout the evaluation cycle. This also includes aconference betweentheevaluator andtheevaluated certifiedemployeeaswellas awrittenevaluationreport.
2. **Supervisor:** the evaluator of a certified employee (see definition for evaluator); the primary evaluator.
3. **Teacher:** a certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR2:020.
4. **Impact Survey:** a working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment. Results may be used to assist in goal setting for improving the learning environment and principalpractice.

Common Acronyms or Abbreviations used in the Certified Evaluation Plan

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|  |  |
| --- | --- |
| **Acronym** | **Full Name or Definition of the Term/Concept Referenced** |
|  | |
| PGP | Professional Growth Plan |
| SMART | Specific, Measurable, Attainable, Realistic, Time-bound |
|  | |
| **Abbreviation** | **Degree of Effectiveness Rating** |
| I | Ineffective – performance that consistently fails to meet expectations for effective performance |
| D | Developing – performance that inconsistently meets expectations for effective performance |
| A | Accomplished – performance that consistently meets expectations for effective performance |
| E | Exemplary – performance that consistently exceeds expectations for effective performance |
|  |  |

**Certified Evaluation Plan**

**Teachers and Other Professionals**

**The Kentucky Performance Measures: Planning, Environment, Instruction andProfessionalism** as determined by:

**The Kentucky Framework for Teaching with Specialist Frameworks for OtherProfessionals**

**FrameworkforTeaching: Specialist Frameworks for OtherProfessionals**

PlanningandPreparation Planning andPreparation

ClassroomEnvironment Environment

Instruction Instruction/Delivery ofService

ProfessionalResponsibilities Professional Responsibilities

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

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 will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

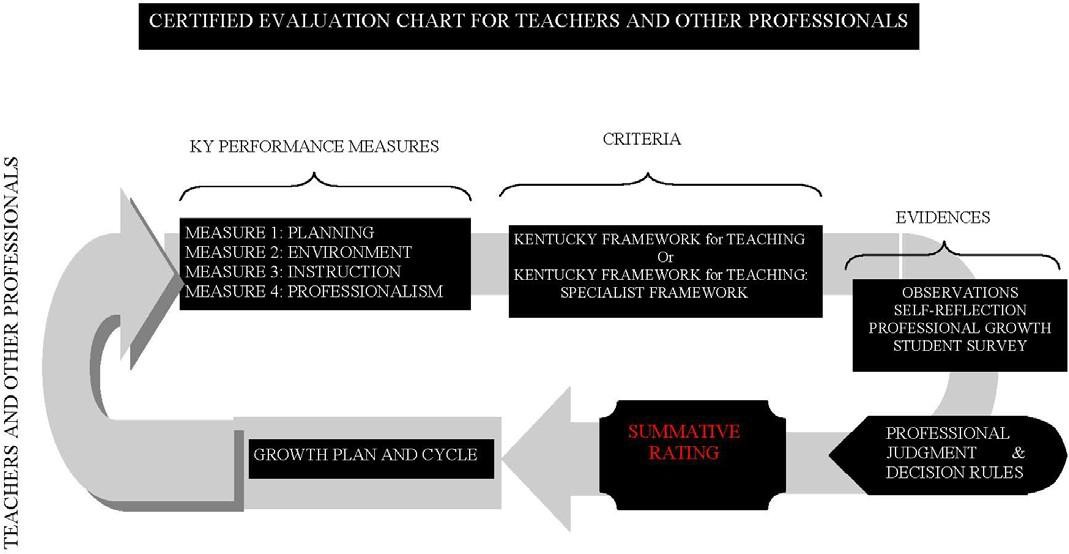
Evaluators must use the following categories of evidence in determining summative rating:

* Professional Growth Planning andSelf-Reflection
* ObservationData
* StudentVoice
* Data for Domains 1 and 4 of the Kentucky Framework for Teaching/SpecialistFrameworks

However, they may also consider the following sources of evidence:

* Drop-byobservations
* Observations of video recordedlessons
* Curriculum units
* Lessonplans
* Communicationlogs
* Lesson reflections, including reflections ondrop-bys
* Teacher reflections and/orself-reflections
* Records from Professional Learning Community (PLC)activities
* Results of collaborative or teamactivities
* Results of parent involvementactivities
* Records of student and/or teacherattendance
* Data from parent/teacherconferences
* Engagement in professional activities ororganizations
* Student datarecords
* Student work
* Analysis of student worksamples
* Formative student data
* Student formative and/or summative assessmentdata
* Teacher feedback tostudents
* Teacherinterviews
* Teacher contributions to committees and/orteams
* Actionresearch
* Other evidence deemed appropriate by theevaluator
* Other sources agreed upon by the evaluatee andevaluator
* Videotaped lessons delivered electronically
* Technology assisted instruction for distance learning

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



13



SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

14

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SOURCES OFEVIDENCE**  **To InformProfessional** | | | | **KENTUCKY FRAMEWORK for TEACHING (KyFfT)** | |
| **Self- Reflection** | **Professional Growth** | **Student Voice** | **Evaluator Observation** | **Component** | **Domain** |
| **Professional Growth Planning and Self Reflection** | |  | **Evidence Form**  **(pre and post conferences)** | **1a -Knowledge of content/pedagogy** | **Planning & Preparation** |
|  | **1b-Demonstrate knowledge of students** |
|  | **1c- Setting Instructional Outcomes** |
|  | **1d-Demonstrates knowledge of resources** |
|  | **1e-Designing Coherent Instruction** |
|  | **1f- Designing Student Assessment** |
| **Student Voice Survey** | **Observation** | **2a-Creating Env. of Respect & Rapport** | **Classroom Environment** |
| **2b-Establish Culture of Learning** |
| **2c-Maintaing Classroom Procedures** |
| **2d-Managing Student Behavior** |
| **2e-Organizing Physical Space** |
| **3a-Communicating with Students** | **Instruction** |
| **3b-Questioning & Discussion Techniques** |
| **3c-Engaging Students in Learning** |
| **3d-Using Assessment in Learning** |
| **3e-Demonstrating Flexibility & Responsive** |
|  | **Evidence Form**  **(pre and post conferences)** | **4a-Reflecting On Teaching** | **Professional Responsibilities** |
|  | **4b-Maintaining Accurate Records** |
|  | **4c-Communicating With Families** |
|  | **4d-Participating in Profess. Learning Comm.** |
|  | **4e-Growing & Developing Professionally** |
|  | **4f-Showing Professionalism** |

|  |
| --- |
| **KY PERFORMANCE MEASURES** |
| **PLANNING** |
| **ENVIRONMENT** |
| **INSTRUCTION** |
| **PROFESSIONALISM** |

**Professional Practice**

##### Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher and/or other professional (1) reflects on his/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/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 nextsteps.

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

* + All teachers and other professionals will participate in Self-Reflection and Professional Growth Planning eachyear.
  + All teachers and other professionals must reflect on and assess their level of professional practice for each component of the Framework for Teaching or Specialist Framework for Other Professionals. All teachers and other professionals will document Self-Reflections and Professional Growth Plans on forms approved by the district and contained in the appendix of this evaluationplan.
  + The Self-Reflection and Professional Growth Planning process is initiated in April/May for those teachers and other professionals returning to work in the district the following school year. A completed Self-Reflection is submitted to the evaluator using the district form (see pages 60-71 in the Appendix) at the summative conference or the final Professional Growth Plan review conference for the year. The evaluator and evaluatee will discuss the Self-Reflection and ideas for developing a Professional Growth Plan for the following year. The teacher/ other professional will have 5 working days to submit a Professional Growth Plan. The evaluator will sign-off on the Professional Growth Plan as acceptable for the following school year. The Professional Growth Plan may be revised, **if applicable**, and re-submitted to the evaluator within 15 working days of Opening Day. The evaluator has until August 31 to review thedocument,

collaborate with the teacher or other professionaland reach approval on the evaluatee’s Professional Growth Plan.

New certified teachers/other professionals, hired prior to the opening of the school year, will complete and submit their draft Self-Reflections and Professional Growth Plans using the district form (see pages 60-71 in the Appendix) within 15 working days of Opening Day. The evaluator will review the document, confer and collaborate with the evaluatee regarding his/her Self-Reflection and Professional Growth Plan within ten working days of receiving the form or August 31 (whichever comes later), and reach approval on the evaluatee’s Self Reflection and Professional Growth Plan within that time. Those teachers/other professionals hired after the beginning of the school year will complete and submit their draft Self-Reflections and Professional Growth Plans using the district form (see pages 60-71 in the Appendix) within 15 working days of employment. The evaluator will review the document, confer and

collaborate with the evaluatee regarding his/her Self-Reflection and Professional Growth Plan within ten working days of receiving the form or August 31 (whichever comes later), and reach approval on the

evaluatee’s Self Reflection and Professional Growth Plan within that time.

* + A final review of the Professional Growth Plan with the teacher or other professional is conducted by the evaluator on or before April 30 with those evaluatees who are in asummative evaluation year, and on or before May 15 with those evaluatees who are not in a summative evaluationyear.

Self-Reflection and Professional Growth Plan (PGP) Timeline

|  |  |  |  |
| --- | --- | --- | --- |
| **When** | **Activity** | **Staff Responsible** | **Completion Date** |
| Summative Conference or End of Year Conference | Completed Self-  Reflection &  Review of Current Year Professional Growth Plan | Teacher or Other Professional  & Evaluator | District Form to be Completed and Submitted to Evaluator  By summative conference (April 30 for summative year tenured and non-tenured ) or final PGP review conference (May 15 for tenured in formative year of cycle) of current school year for those evaluatees who are returning to work in the district the next school year  Within 15 working days of Opening Day for evaluatees hired prior to the opening of school  Within 15 working days of employment for those evaluatees hired after the beginning of the school year  Sign off on current year Professional Growth Plan- On or Before April 30 for Summative Year, On or Before May 15 for Formative year. |
| Within 5 days of Summative/End of Year Conference | Completed Professional Growth Plan | Teacher or Other Professional | District Form to be Completed and Submitted to Evaluator  Within 5 working days from summative or year-end conference |
| By last day of School | Collaborate with Evaluatee, and Reach Approval on the PGP | Teacher or Other Professional  & Evaluator | The PGP must be approved by last day of school for those evaluatees returning to work from previous year  [For those employees hired prior to the opening of school or after the beginning of the school year, follow directions in the CEP.] |
| August | **OPTIONAL**  RevisePGP | Teacher or Other Professional  & Evaluator | Evaluatee must re-submit District PGP Form within 15 working days of Opening Day  Approval by Evaluator will occur on or before August 31 |

##### Observations

The observation process is one source of evidence to determine educator effectiveness that includes evaluator observations for each certified teacher and other professional. All evaluator observations will use the same district instruments. The evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. Only the evaluator’s observation will be used to inform a summative rating. The rationale for observation is to encourage continued professional learning in teaching and learning through feedback and critical reflection.

**Observation Model and Schedule:**

The Elizabethtown Independent Schools will use the Progressive Observation Model for each teacher and other professional’s evaluation cycle. Non-tenured teachers and other professionals will have a one-year evaluation cycle, and tenured teachers and other professionals will have a three-year evaluation cycle, unless a prior evaluation cycle warrants that the tenured teacher or other professional be placed in a one-year cycle. The following information describes the observations conducted during each evaluation cycle.

* Each evaluation cycle will include, at minimum, thefollowing:
  + Two, unscheduled mini observations conducted by the evaluator. Each mini observation will last a minimum of 20-30 minutes. The mini observations can last a full class period if the evaluator chooses to stay for the full classperiod.
  + One full, scheduled observation conducted by the evaluator. The full observation will be the final observation in the evaluationcycle.
  + All observations will be documented as directed in the district’s evaluationplan.
* Observations may begin after the certified evaluation orientation training has been conducted. (*The certified evaluation orientation training must be completed within the first 30 calendar days of reporting foremployment*.)
* At the evaluator’s discretion, additional observations may beconducted.
* Evaluators may also conduct drop-by observations that are less than 20 minutes in length at any time during the school year. A district drop by form will be used fordocumentation.
* Observations of other professionals will more closely resemble a ‘site visit’ or ‘workplace visit’. Forms for the observation of other professionals are different and unique from those of certified teachers. Observers will receive training on the expectations for observingotherprofessionals.
* Although the same Framework for Teaching is used by teachers in an alternative school setting, observations may be slightly different and unique from those for evaluatees in a standard school setting. Observers will receive training on the expectations for observing teachers in the alternative schoolsettings.
* Evaluators may select any of the following options to document evidence when conducting an observation
  + District Observation Forms (See page 73 for teachers, and pages 83-85 for other professionals.)
  + Scripting
  + Electronic applications/observationtools

Any teacher or other professional evaluatee who does not report for work sixty (60) or more *consecutive* school days in a school year will have a reduced number of observations for the summative evaluation cycle.

* For a teacher or other professional on a one-year evaluation cycle, at minimum, the employee will have one full observation by the evaluator. The district’s Director of Personnel will determine the number of total observations to be conducted based on the number of days the evaluatee is expected to work. Although the number of observations will be pro-rated to the number of days the evaluatee is expected to work for the school year, a minimum of one full observation will be conducted. (Those evaluatees hired 60 or more consecutive days after the start of the school year will be informed as to the number of observations to be conducted and by whom at the evaluation orientation training.) The only exceptions to this plan would occur if the evaluatee was not able to report to work for an even longer, district-approved, extended period of time, such as that warranted by a medical situation and documented by a physician, or some type of extended military leave. Any decision relative to this type of situation would be determined after a review of district policy, consultation with the Kentucky Department of Education, and/or the advice of legalcounsel.
* For a teacher or other professional on a three-year evaluation cycle, at minimum, the employee will have one full observation by the evaluator. Since the observations occur over a three-year period of time, every effort will be made to follow the three-year evaluation cycle asdescribed

in this plan. The district’s Director of Personnel will determine the number of observations to be conducted in any one year based on the number of days the evaluatee is expected to work and will inform the evaluator and the evaluatee of the expectation for observations in any one year. The only exception to this plan would occur if the evaluatee was not able to report to work for an even longer, district-approved, extended period of time, such as that warranted by a medical situation and documented by a physician, or some type of extended military leave. Any decision relative to this type of situation would be determined after a review of district policy, consultation with the Kentucky Department of Education, and/or the advice of legal counsel.

***(The following charts provide a timeline for all required observations conducted during the One-Year Evaluation Cycle and the Three-Year Evaluation Cycle.)***

**Non-Tenured Teacher or Other Professional Observation Model** (**One-Year Evaluation Cycle)**

**(*This model will also be used by tenured teachers or other professionals on a one-year evaluation cycle.)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **One-Year Evaluation Cycle – Observation Model** | | | | |
| **Observer** | **Observation Type** | **Observation Time** | **Documentation** | **Observation &**  **Conference Completion Date** |
| Evaluator | Mini | Minimum 20 Minutes | Scripting or District Form  Domain 1&4 Conference Form | First Semester |
| Evaluator | Mini | Minimum 20 Minutes | Scripting or District Form  Domain 1&4 Conference Form | On or Before April 1 |
| Evaluator | Full | Full Class/Lesson | Scripting or District Form Domain 1&4 Conference Form | On or Before April 30 |
| KTIP teachers will follow the prescribed KTIP process for all required observations.  Data from observations conducted by school personnel will be documented as directed by the Education Professional Standards Board in collaboration with the Kentucky Department of Education. | | | | |

Tenured Teacher or Other Professional Observation Model (Three-Year Evaluation Cycle)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Three-Year Evaluation Cycle – Observation Model** | | | | |
| **Observer** | **Observation Type** | **Observation Time** | **Documentation** | **Observation &**  **Conference Completion Date** |
| Evaluator | Mini | Minimum 20 Minutes | Scripting or District Form  Domain 1&4 Conference Form | Year 1  On or Before May 15 |
| Evaluator | Mini | Minimum 20 Minutes | Scripting or District Form  Domain 1&4 Conference Form | Year 2  On or Before May 15 |
| Evaluator | Full | Full Class/Lesson | Scripting or District Form  Domain &4 Conference Form | Year 3  No later than April 30 |

**Observation Conferencing:**

The following depicts the pre and post-conferencing requirements for all observations conducted during the teacher or other professional’s evaluation cycle.

* Evaluators/Evaluators and Pre-Observation Conferences: The district Pre-Observation Conference Form must be completed by the teacher or other professional and submitted tothe evaluator at least 24 hours in advance of the full lesson observation. Forms may be submitted either electronically or physically (hand-written and presented to the evaluator). Either the evaluatee or the evaluator may request a face-to-face pre-conference conversation. (See forms on pages 72 and82.)
* Face-to-face Post-Observation conferences for mini and full observations will be conducted within five (5) working days of all observations. Virtual conferencing will occur if face-to-face conferencing is not permissible.Data collected by the evaluator will be shared with the observed teacher or other professional at least twenty-four (24) hours prior to the post-observation conference. (Post-observation conferences are not required for ‘drop-by’ observations conducted by theevaluator.)
* Evaluators/Evaluators and Post-Observation Conferences: The district Post-Observation Conference Form will be used and completed by the evaluator. The teacher or other professional will have an opportunity to respond in writing to all ratings by the evaluator.(See forms on page 86 for teachers and 87-89 for otherprofessionals.)

Data collected from observations conducted by the evaluator during the evaluation cycle will be sources of evidence included in determining the teacher or other professional’s Summative Rating. (See page 26 for additional information.)

***(The following chart provides the same data in a different format.)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pre/Post Observation Expectations** | | | | |
| **Observation Type** | **Pre-**  **Conference Documentation** | **Observer** | **Pre-Conference Plan** | **Post-Conference Plan** |
| Mini – Unscheduled | Nothing to Submit | Evaluator | No Pre-conference Conducted | Face-to-Face: within 5 working days of observation  Data collected by the evaluator, shared with evaluatee or other professional at  least twenty-four (24) hours prior to the post-observation conference. |
| Formal/Full  -Scheduled | Teacher or Other Professional SubmitsDistrict Pre-Observation  Conference Form | Evaluator | District Pre-Conference Form submitted to evaluator at least 24 hours in advance of observation.  Either the evaluatee or the  evaluator may request a face- to-face pre-conference. | Face-to-Face: within 5 working daysof observation  Data collected by the evaluatorshared with the observed teacher or other professional at least twenty-four (24) hours prior to the post-observation conference. |
| Drop-by | Nothing to Submit | Evaluator | Informal Process – The only form used is the district’s ‘Drop-by’ Form. | The evaluator will provide brief notes to the teacher using the district’s ‘Drop-by’ Form within 5 working days of the  observation. A face-to-face post- observation conference is not required. |
| **All observations for KTIP Interns will align to the prescribed KTIP process for observations, to include all pre and post observation requirements and forms.** | | | | |

**Domains 1 and 4 Conferencing:**

A district Conference Form for Domains 1 and 4 will be shared electronically with all Teachers and Other Professionals so they may record evidence of the sub domains within Domain 1 and 4. (See forms on pages 74-81)The evaluator will also collect evidence and record on the Conference Form for Domains 1 and 4. After discussing Domain 2 and 3 in the post conference, the evaluatee and evaluator will discuss and share evidences of Domains 1 and 4 from their respective forms. The evaluator will compile the evidences and record the rating on the Domain 1 and 4 Conference Form at the Summative conference. Conferences to discuss Domains 1 and 4 will occur after each of the mini observations and the full observation for non-tenured teachers. Conferences for tenured teachers will occur after their annual observations. Domains 1 and 4 will be rated on the Summative form based on the evidence collected on the Conference Form throughout the evaluation cycle.

***(The following chart provides the same data in a different format.)***

|  |  |  |
| --- | --- | --- |
| **Observation Type** | **Documentation** | **Post-Conference Plan** |
| Mini – Unscheduled | Data gathering on Conference Form | Face-to-Face (if permissible): at the end of post conference for Domains 2 & 3.  Data collected by the Evaluator and Teacher or Other Professional will be discussed and shared. |
| Mini – Unscheduled | Data gathering on Conference Form | Face-to-Face (if permissible): at the end of post conference for Domains 2 & 3.  Data collected by the Supervisor and Teacher or Other Professional will be discussed and shared. |
| Formal/Full - Scheduled | Conference Form completed | Face-to-Face (if permissible): at the end of post conference for Domains 2 & 3.  Data collected by the Supervisor and Teacher or Other Professional will be discussed and shared on documentedon form that Supervisor keeps onfile. |

Observer Certification:

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. All primary evaluators must complete personnel evaluation system training for a minimum of 6 hours of EILA approved training, annually.

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

* + Framework for Teaching ObserverTraining
  + Framework for Teaching ScoringPractice
  + Framework for Teaching Proficiency Assessment The established cycle for observation certification is asfollows:

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

Only evaluators who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. Evaluators of teachers and other professionals must successfully complete the district determined observer certification no later than 45 days from employment. In the event that a evaluator has yet to complete the proficiency assessment, or if the evaluator does not pass the assessment, the district will provide the following supports:

* The superintendent will assign a substitute primary evaluator to assist with conducting observationsuntiltheevaluatorhassuccessfullycompletedobservercertification.
* The substitute evaluator will mentor the non-certified evaluator and provide the support he/she needs to successfully complete the observercertification.
* Observation data provided by a substitute observer is considered a valid source of evidence only if the evaluator is present in the observation. Therefore, the non-certified evaluator must accompany the certified substitute evaluator to all observations, post conferences, and professional discussions with certified personnel. Once the non-certified evaluatorobtains

certification, he/she will assume all duties of the evaluator’s role.

**Observer Calibration:**

As certified observers may tend to experience “drift” in rating accuracy, the district will complete a calibration process each year where certification is not required (see chart below). This calibration process will be 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 that observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the district determined platform

|  |  |  |  |
| --- | --- | --- | --- |
| **Observation Certification/Calibration Process** | | | |
| ***The district’s Professional Development Coordinator will be responsible for securing and providing training opportunities as well as maintaining***  ***a record of each evaluator’s certification and calibration*.**  ***Observer calibration will be met through annual***  ***Administrator professional development opportunities, min. 6 hours EILA approved training.*** | | | |
| **Cycle Year** | **Stage** | **Responsible Staff** | **Resource** |
| Year 1 | Certification | Evaluator  District Professional Development Coordinator | District Determined Platform |
| Year 2 | Calibration | Evaluator  District Professional Development Coordinator | District Determined Platform |
| Year 3 | Calibration | Evaluator  District Professional Development Coordinator | District Determined Platform |
| Year 4 | Recertification | Evaluator  District Professional Development Coordinator | District Determined Platform |

Should an evaluator or evaluator’s scoring accuracy during calibration result in Needs Remediation and Monitoring or Needs Practice and Support category, the district’s Professional Development Coordinator will prescribe additional support and training for the evaluator based on the results of the evaluator’s calibration data. Additional support and training could range from mentoring provided by a certified evaluator who has consistently demonstrated scoring accuracy (to include observations of the successfully practicing mentor during an observation and scoring process) to additional training in specific modules and participation in scoring practice.

##### Student Voice

The Student Voice Survey is a confidential survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

* All teachers and other professionals will participate in the district determined Student Voice Survey annually.
* Student selection for participation must be consistent across thedistrict.
* The results of the Student Voice Survey will be used as a source of evidence for Professional Practice and may be used for Self-Reflection and the Professional GrowthPlan.
* Formative data from the Student Voice Survey will be used to inform Professional Practice ina summativeyear.
* All teachers, other professionals and appropriate administrative staff will read, understand, and sign the district’s Student Voice EthicsStatement.
* The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
* The survey will be administered in theschool.
* Survey data will be considered only when five or more students arerespondents.
* The district’s Director of Personnel or the Superintendent/Designee will be the Student Voice Survey Point-of-Contact (POC). However, each school will also appoint a Building Student Voice Survey Point of Contact (POC). If no contact is appointed at the school level, the principal or evaluator will be the Building POC. Building principals will determine their school’s POC for the Student Voice Surveyby September30oftheschoolyear andwill sharethis informationwiththedistrictPOC.
* The district will select a window for implementation at all schools. All classes for a teacher will be surveyed. The district will allow schools to administer the Student Voice Survey on any day within the selected window that works best for the school. The district POC for the Student Voice Survey will assist principals as needed to plan for the administration of the survey to their students.
* Building POC’s will inform the district’s POC of the school plans to implement the survey prior to the survey’sadministration.
* Students participating in the survey must have been scheduled with the teacher or other professional for no less than fifteen (15) instructional days and have been in class with the teacher or other professional within the last 15 calendar days before the windowopens.
* Students may have the same accommodations afforded to them on the Student Voice Survey as they would have during state assessments (i.e. reader, prompting, paraphrasing, extended time, etc.). Accommodations will be provided for students as documented by their IEP/504 Plan. The student accommodations will be provided by someone other than the teacher or other professional about whom the student is answering thesurvey.
* The teacher or other professional for whom the survey is being completed shall not be present while students are completing the Student VoiceSurvey.
* Proctor(s) to administer the Student Voice Survey to students shall be assigned by the building POC/ principal or evaluator, and they must be employees of thedistrict.
* Teachers or other professionals with a “n” size of less than 5 may not receive results from the administration of the Student VoiceSurvey.
* Any differences in the administration of the Student Voice Survey for other professionals or teachers in alternative school settings will be determined annually based on guidance from thedistrict.

##### Products of Practice/Other Sources of Evidence

Teachers and other professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher or other

professional’s practice within the domains. Evidences could include the following:

* Observations conducted by certifiedevaluators
* Recorded video lessons for delivery to students
* Review of google classroom lessons
* Results from Student VoiceSurveys
* Self-Reflection(s) and Professional GrowthPlan(s)
* Curriculum units
* Lessonplans
* Communicationlogs
* Lesson reflections, including reflections ondrop-bys
* Teacher reflections and/orself-reflections
* Records from Professional Learning Community (PLC)activities
* Results of collaborative or teamactivities
* Results of parent involvementactivities
* Records of student and/or teacherattendance
* Data from parent/teacherconferences
* Engagement in professional activities ororganizations
* Student datarecords
* Student work
* Analysis of student worksamples
* Formative student data
* Student formative and/or summative assessmentdata
* Teacher feedback tostudents
* Teacherinterviews
* Teacher contributions to committees and/orteams
* Actionresearch
* Universitycoursework
* Trainings completed outside of school that relate to jobduties
* Other sources agreed upon by the evaluatee andevaluator

**Determining the Summative Rating**

Evaluators are responsible for determining a Summative Rating for each teacher or other professional at the conclusion of the summative evaluation year. The Summative Rating is informed by the educator’s ratings on the four domains of the Kentucky Teacher Framework for Teaching or Specialist Framework along with professional judgment informed by evidences that demonstrate the educator’s performance against the domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

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

PERFORMANCE MEASURE RATINGS

**SOURCES OF EVIDENCE TO INFORM**

**PERFORMANCE MEASURE**

REQUIRED

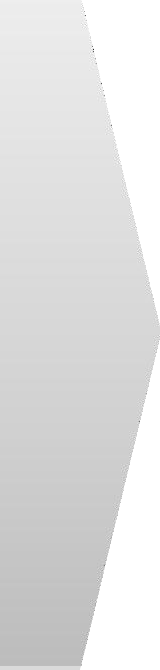
* Observation
* StudentVoice
* Professional Growth Plans and SelfReflection

OPTIONAL

* Other Sources of Evidence: defined on pages 12 & 25 of this evaluationplan



Planning: [I,D,A,E]



**PROFESSIONAL JUDGMENT**



Environment: [I,D,A,E]



Instruction: [I,D,A,E]

**SUMMATIVE RATING**

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



Professionalism: [I,D,A,E]

Principals/designees/evaluators will analyze the evidence collected during the evaluation cycle and enter a summative rating for each domain based on their professional judgment of the evidence collected during the evaluation cycle. Evaluators will record all ratings on district-approved forms (see

pages 90-97). The following sources of evidence are considered in determining the summative rating for each Performance Measure:

* Evaluator’s ObservationData
* StudentVoice
* Professional Growth Plans and SelfReflections
* Other Sources of Evidence (as defined on pages 12 and 25 of this evaluationplan)

One of the following ratings will be assigned to each Performance Measure: Ineffective, Developing, Accomplished, or Exemplary.

An educator’s Summative Rating will be determined through the application of the Decision Rules that follow. (See chart below.)

DECISION RULES FOR DETERMINING A TEACHER or OTHER PROFESSIONAL’S SUMMATIVE RATING BASED ON KENTUCKY’S PERFORMANCE MEASURES

|  |  |
| --- | --- |
| IF… | THEN… |
| Environment and Instruction are rated INEFFECTIVE | The Summative Rating shall be INEFFECTIVE |
| Environment or Instruction are rated INEFFECTIVE | The Summative Rating shall be DEVELOPING or INEFFECTIVE |
| Planning or Professionalism are rated INEFFECTIVE | The Summative Rating shall NOT be EXEMPLARY |
| Two Performance Measures are rated DEVELOPING, and  Two Performance Measures are rated ACCOMPLISHED | The Summative Rating shall be ACCOMPLISHED |
| Two Performance Measures are rated DEVELOPING, and  Two Performance Measures are rated EXEMPLARY | The Summative Rating shall be ACCOMPLISHED |
| Two Performance Measures are rated ACCOMPLISHED, and  Two Performance Measures are rated EXEMPLARY | The Summative Rating shall be EXEMPLARY |
| If data from an educator’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the professional judgment of the evaluator. | |

The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable data collected during the evaluation cycle and shall include documentation as to the evaluatee’s Summative Rating. The district’s summative evaluation form will be completed by the evaluator and signed by both the teacher or other professional and the evaluator. A copy of the

summative evaluation form will be provided to the teacher or other professional and to the district’s Director of Personnel for placement in the evaluatee’s personnel file. (Copy of the district-approved form is on pages 90-97)

The employee shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation.

Employees shall be required to sign all forms ensuring the evaluation process has been discussed and a copy of the evaluation provided to the evaluatee.

Summative evaluations will be completed no later than April 30 for all teachers or other professionals in a summative year cycle.

**Professional Growth Pl****an and Summative Cycle**

Based on the educator’s Summative Rating and contract status for the following year, the evaluator/supervisor determines the type of Professional Growth Plan and length of evaluation cycle for the next school year.

Non-Tenured Teachers and Other Professionals: All non-tenured teachers and other professionals will have a one-year evaluation cycle and professional growth plan.

Tenured Teachers and Other Professionals: Based on the Summative Rating, primary evaluators will determine the type of Professional Growth Plan and the length of the evaluation cycle the teacher or other professional will have for the next evaluation cycle.

**Professional Growth Plan**

|  |  |  |
| --- | --- | --- |
|  | | |
| **Professional Growth Plan and Length of Next Evaluation Cycle**  *(This will be applicable only if the teacher’s contract is renewed.)* | | |
| ***Length of Evaluation Cycle/Type of Professional Growth Plan*** | | ***Description of Professional Growth Plan*** |
|  | Non-Tenured Teacher | **One-year evaluation cycle and professional growth plan.** |
|  | Three-Year Cycle/Self-Directed Growth Plan | **Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.** |
|  | One-Year Cycle/Directed Growth Plan | **Goals determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at end of plan.** |
|  | Up to 12-Month Improvement Plan | **Goals determined by evaluator; focus on low performance area(s); summative at end of plan.** |

## Certified Evaluation Plan Principal and Assistant Principal

##### The Kentucky Performance Measures: Planning, Environment, Instruction andProfessionalism as determined by:Professional Standards for Educational Leaders

**Professional Standards for Educational Leaders: PerformanceMeasures:**

Standard 1:Mission, Vision and Core Values Planning-Std. 1. 9, 10

Standard 2:Ethics and Professional Norms Environment-Std. 3& 7

Standard 3: Equity and Cultural Responsiveness Instruction-Std.4, 5, & 6

Standard 4:Curriculum, Instruction and AssessmentProfessionalism-Std. 2& 8

Standard 5: Community of Care and Support for Students

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

Standard 8: Meaningful Engagement of Families and Community

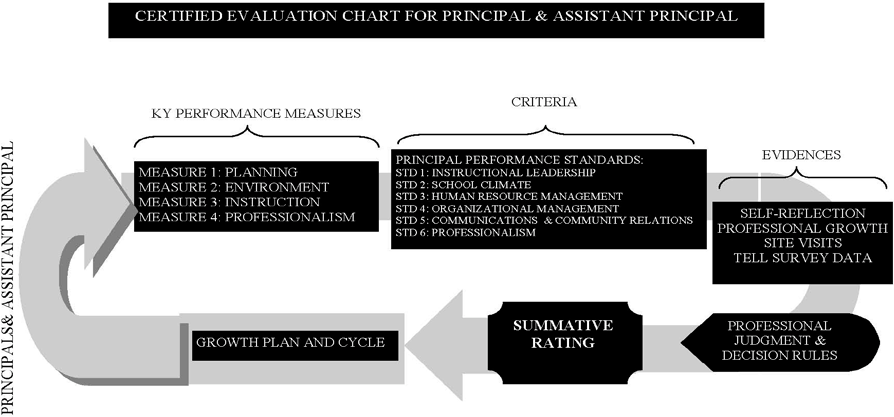
Standard 9: Operations and Management

Standard 10. School Improvement

Principals and assistant principals will be evaluated annually. 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 or assistant 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 Professional Standards for Educational Leaders, (PSEL) (See pages 99-100) A rating for each Performance Measure: Planning, Environment, Instruction, and Professionalism will be given based on the ratings for the corresponding PSEL. The ratings will be Ineffective, Developing, Accomplished orExemplary.

##### Overview and Summative Model

The following graphic outlines the summative model for the Principal Evaluation System:



þÿSOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| KY  PERFORMANCE  MEASURES | PLANNING | ENVIRONMENT | INSTRUCTION | PROFESSIONALISM |

|  |  |  |
| --- | --- | --- |
| **SOURCES OFEVIDENCE**  **To Inform**  **ProfessionalPractice** | **Site Visits** | **Observations and District Identified Evidence (conferences)** |
| **Professional** | **Professional Growth Planning and Self Reflection Forms** |
| **Growth** |
| **Self- Reflection** | **Self-Reflection Form** |
|  | **Kentucky & Other District Identified Feedback** |
|  |  |
| **Working Conditions Survey** | **Survey Results, Data Analysis** |
|  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STANDARDS** | 1-Mission, Vision, and Core Values | 9-Operations & Management | 10-School Improvement | 3-Equity & Culture Responsiveness | 7-Professional Community for Teachers & Staff | 4-Curriculum, Instruction & Assessment | 5-Community of Care & Support for Students | 6-Professional Capacity of School Personnel | 2-Ethics & Professional Norms | 8-Meanignful Engagement  of  Families & Community |

30

##### Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders, (PSEL) are designed to support student achievement and professional best-practice through the standards: Mission, Vision and Core Values, Ethics and Professional Norms, Equity and Cultural Responsiveness. Curriculum, Instruction and Assessment, Community of Care and Support for Students, Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, Operations and Management, and School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal or assistant principal’s professional practice will be situated within one or more of the 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. While it is projected that most principals and assistant principals will maintain an accomplished rating, it is also projected that they 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 standard. An overall performance measure rating will be given for Planning, Environment, Instruction and Professionalism based on the ratings for the Principal Performance Standards. (See pages99-100)

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 or assistant 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 or assistant principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events ortraumas.

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

* + Required Sources ofEvidence
    - Professional Growth Planning andSelf-Reflection
    - Site-Visits
    - State provided SurveyData

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

* Other Measures of StudentLearning
* Products of Practice (See page33.)
* Other Sources of Evidence (See page33-34)
* Teacher Surveys on Principal/Assistant Principal’sLeadership

##### Professional Practice

###### Professional Growth Planning and Self-Reflection – Completed by Principals and AssistantPrincipals

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

* All principals and assistant principals will participate in self-reflection and professional growth planning eachyear.
* Principals and assistant principals will use the district approved form on pages 101-105 of this evaluation plan to prepare their Self Reflection and Professional GrowthPlan.
* Evaluators of principals and assistant principals will begin conversations regarding the evaluatee’s progress toward completion of the self-reflection and PGP with the evaluatee no later than September 30 (unless the evaluatee was hired after the school year began; in this case, analteredtimeline(pg.124)wouldbeusedwiththeevaluatee,seeformonpage124).
* Principals and assistant principals will submit their self-reflection and PGP to their evaluator no later than October 31 (unless the evaluatee was hired after the opening of school and is on an altered timeline, agreed upon in consensus with theevaluator).
* Self-Reflection and Professional Growth Plans (PGPs) for principals will be approved by the superintendent/designee no later than November 15, and Self Reflection and PGPs for assistant principals will be approved by the principal no later than November15.
* Those principals and assistant principals hired after the opening of the school year will have additional time, if needed, to prepare these pieces of the evaluation plan. The evaluator of the administrator will confer with the evaluatee and come to consensus on a reasonable timeline for the completion of these items. This conference will occur during theevaluation orientation, conducted within the first 30 calendar days of reporting for employment. The evaluator will document the determined timeline, and both the evaluator and evaluatee will sign the document, noting agreement with its terms. If the evaluatee is hired after January 1 of the school year, the evaluator will use professional judgment with regard to expectations for completion of the PGP. The evaluation process must conclude no later than May 10, as is required for other principals and assistant principals. (See form on page124.)
* If assistant principals have a change in evaluators during the course of the school year, the new evaluator will honor the elements of the evaluation plan approved by the prior evaluator. If the assistant principal would like to revise his/her PGP, he/she may request to develop an entirely new PGP. The new PGP would be created and documented on the district approved form. This would require both parties to reach consensus on the new PGP, sign it, and date it.The new

evaluator would keep a copy of both PGPs on file, although only the new one would be used for

summative evaluation purposes.

###### Site-Visits – Completed by Evaluator of Principals

Site visits are a method by which the superintendent may gain insight into the principal’s practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principaland 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.

* Site visits will be conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
* The superintendent/designee may choose whether the site visit will be scheduled or unscheduled.
* The Superintendent/designee will conduct at least one site-visit in the fall semester and at least one site visit in the spring semester by April15.
* For evaluatees hired after the opening of the school year, any modifications to this timeline or expectations will be documented on the district form completed by the evaluator and reached in consensus with the evaluatee. However, two site visits will still be required for the evaluation cycle. (See form on page124)

The superintendent/designee will conduct a site visit post-conference within ten (10) working days of each site visit. Data collected from the site-visit and shared with the principal will be documented on the district approved formaligned to the Professional Standards for Educational Leaders. The data collected will be used as a source of evidence to inform ratings of the principal’s professional practice. The KY PSEL Guidance for Growth and Evaluation will be reviewed to assist with determining performance levels.During the site visit post-conference, the superintendent/designee will address the following with the principal. (See form on pages105-117.)

* + Data collected from the sitevisit
  + Discussion of each PSELstandardand whether any other documentation or supporting evidence is needed
  + Principal’s progress toward Professional GrowthGoal
  + Results of Survey Data if available
  + Questions/Concerns/Comments

###### Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the standards. Examples of artifacts may include but are not limited to the following:

* A Collection of Instructional Leadership WorkSamples
* SBDM Meeting Agendas andMinutes
* Faculty MeetingArtifacts
* Department/Grade-LevelArtifacts
* PLCArtifacts
* Leadership MeetingArtifacts
* Instructional Round/Walk-ThroughDocumentation
* Budgets/AuditInformation
* EILA/Professional Learning ExperienceDocumentation
* Surveys (to include data from a statesurvey andTeachers)
* Professional Organizations Memberships and LeadershipRoles
* Parent/Community EngagementSurveys
* Parent/Community Engagement EventsDocumentation
* School Schedules, to Include Master Schedule andCalendars
* Other Evidence Related to Practice Within theStandards

###### Mid-Year Review Conference – for Assistant Principals only (conducted by the Principal)

A mid-year conference conducted by the principal with the assistant principal shall occur before January 31 that includes a discussion of the following items: (See form on page 118.)(Any modifications to this timeline or expectations for late hires will be documented on the district form completed by the evaluator and reached in consensus with the evaluatee. See form on page 124.)

* + Discussion of each PSELstandardsand whether any other documentation or supporting evidence is needed
  + Assistant Principal’s progress toward Professional GrowthGoal
  + Questions/Concerns/Comments

##### Determining the Summative Rating

The Superintendent/designee is responsible for determining a Summative Rating for each principal at the conclusion of the summative evaluation year. Principals are responsible for determining the Summative Rating for assistantprincipals.

The Summative Rating is informed by the educator’s ratings on the ten Professional Standards for Educational Leaders, (PSEL) along withprofessional judgment informed by evidences that demonstrate the educator’s performance against the standards and decision rules (see page 35 for decision rules chart) that establish a common understanding of performance thresholds to which all educators are held.

The Kentucky Framework of Principals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific standards. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators organize and analyze evidence for each individual educator based on these concrete descriptions of practice to assign a rating for the Kentucky Performance Measures: Planning, Environment, Instruction andProfessionalism.

The Summative Rating will be recorded on district approved forms no later than May 10.

###### Principal and AssistantPrincipalStandards Ratings Available

Standard 1:Mission, Vision and Core Values

I = Ineffective D =Developing

A =Accomplished E =Exemplary

Standard 2:Ethics and Professional Norms

Standard 3: Equity and Cultural Responsiveness

Standard 4:Curriculum, Instruction and Assessment

Standard 5: Community of Care and Support for Students

Standard 6: Professional Capacity of School Personnel

Standard 7: Professional Community for Teachers and Staff

Standard 8: Meaningful Engagement of Families and Community

Standard 9: Operations and Management

Standard 10. School Improvement

**Performance Measures:**

Planning-Standards 1, 9, 10

Environment-Standards 3 & 7

Instruction-Standards 4, 5, & 6

Professionalism-Standards 2& 8

(See pages 99-100 for a full description of the Professional Standards for Educational Leaders along with descriptors for each one.)

The evaluator will use the following decision rules to determine the Summative Rating for the principal/assistant principal based on the Kentucky Performance Measures:

|  |  |
| --- | --- |
| **DECISION RULES FOR DETERMINING A PRINCIPAL or**  **ASSISTANT PRINCIPAL’S SUMMATIVE RATING BASED ON**  **KENTUCKY’S PERFORMANCE MEASURES** | |
| **IF…** | **THEN…** |
| Principal or Assistant Principal is rated Exemplary in at least three of the performance measures and no  measure is rated Developing or Ineffective | Summative Rating shall be Exemplary |
| Principal or Assistant Principal is rated Accomplished in at least three of the performance  measures and no measure is rated Ineffective | Summative Rating shall be Accomplished |
| Principal or Assistant Principal is rated Developing in at least three performance measures | Summative Rating shall be Developing |
| Principal or Assistant Principal is rated Ineffective in two or more performance measures | Summative Rating shall be Ineffective |
| If data from a principal or assistant principal’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the  professional judgment of the evaluator. | |

###### Summative Evaluation

The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable data and documentation collected during the evaluation cycle. The principal or assistant principal’s summative evaluation form will be completed by the evaluator and signed by both the evaluatee and the evaluator. A copy of the summative evaluation form will be provided to the evaluatee and to the district’s Director of Personnel for placement in the evaluatee’s personnel file. (See copies of the forms on pages 119-122.)

The principal/assistant principal shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation.

Employees shall be required to sign all forms ensuring the evaluation process has been discussed and a copy of the evaluation provided to the evaluatee.

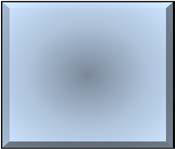
Summative evaluations for principals and assistant principals will be completed no later than May 10.

###### Professional Growth Plan and Summative Cycle

Evaluators will determine the type of Professional Growth Plan required of the principal or assistant principal for the following school year using the chart below.

|  |  |  |
| --- | --- | --- |
|  | | |
| **Professional Growth Plan**  *(This will be applicable only if the principal or assistant principal remains in the same role for the following year.)* | | |
| ***Overall Performance Category*** | | ***Description of Professional Growth Plan*** |
|  | Ineffective | Shall have a minimum of a PGP developed by the Evaluator. |
|  | Developing | Shall have a minimum of a PGP developed by the Evaluator. |
|  | Accomplished | Shall have a minimum of a PGP developed by the Evaluatee. |
|  | Exemplary | Shall have a minimum of a PGP developed by the Evaluatee. |

###### Principal Cycle



SummativeConference

(Conducted by May 10)

**AdministerState Survey, if available**

**In accordance with KDE**

**Conduct Self Reflection and**

**Develop PGP**

(Submitted by October 31) (Approved by Evaluator by November 15)

Summative

Rating

(Determined by May 10)

Site-Visit by Superintendent

(Completed by April 15)

Site-Visit by Superintendent

(During Fall Semester)

***Mid-Year Review for***

***Assistant Principalwith Principal***

**CERTIFIED EVALUATION PLAN**

**District Certified Personnel**

**(Administrator and Non-Administrator)**

Certified personnel who oversee district-wide programs and/or supervise personnel and whose work indirectly impacts students will follow this portion of the district’s Certified Evaluation Plan.

The following district-level positions will follow this section of the district’s evaluation plan: Certified Administrators:

* + Assistant Superintendent for StudentLearning
  + Assistant Superintendent for Student Services andSupport
  + Director of SpecialServices
  + Director ofPersonnel
  + Any new positions created by the Board of Education that qualify for this category of personnel. (No new standards or forms would need to be created orapproved.)

CertifiedNon-Administrators:

* + District BehaviorConsultant
  + Workforce ReadinessCoordinator/Counselor
  + Professional DevelopmentFacilitator
  + SchoolPsychologist
  + Gifted and Talented EducationCoordinator
  + Any new positions created by the Board of Education that qualify for this category of personnel. (Standards and forms would need to be created by the district’s CEP committee and approved by the Board ofEducation.)

All district certified administrators are evaluated annually. However, the district certified personnel in non-administrative roles are on the same evaluation cycle as certified teachers and other professionals: evaluated annually until the individual attains continuing contract status, at which time the evaluatee transitions to a three-year evaluation cycle.

The evaluation plan will be discussed with each district certified personnel during the evaluation orientation, which is conducted within the first 30 calendar days of reporting for employment. The following elements will be required, although the timeline for each element may be modified if the employee was hired after the opening of the school year: Self-Reflection, Professional Growth Plan, and a minimum of one Observation/Site Visit. The evaluation process must conclude no later than April 30 for district certified personnel in non-administrative roles and by May 10 for those in administrative roles.

##### District Certified Personnel Performance Standards and Sources of Evidence

The Performance Standards for each of the district certified positions are located in the appendix of the evaluation plan. District certified administrators share one set of performance standards, those recommended for district superintendents. The superintendent or his/her designee will determine, in collaboration with the district certified administrator, which standards are most relevant for the administrator in light of his/her role within the district. Some standards may not apply to all district certified administrators. District certified personnel in non-administrative roles have a unique set of performance standards specifically aligned to their job description and role in the district. The School Psychologist will follow the KY Framework for Teaching-Other Professionals/School Psychologist.

Indicators of evidence for each performance standard are noted with the performance standards for the position the evaluatee holds within the district. Evaluators will rate the employee’s professional performance on each of the performance standards as they relate to the performance measures: Planning, Environment, Instruction and Professionalism. The summative rating will be a holistic representation of the employee’s performance for the evaluation cycle. (See the Performance Standards for each of the district certified positions, located on pages125-137.)

Evaluators will use the following categories of evidence in determining summative evaluation ratings:

* Self-Reflection
* Professional GrowthPlan
* Observations/SiteVisits
* Collected work samples appropriate to each position in addition to evaluator notes, memos andletters.

##### Self-Reflection and Professional Growth Plan

All district certified educators will participate in Self-Reflection and Professional Growth Planning each year. Self-Reflection is a process by which educators assess the effectiveness of their planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason& Gullickson, 2006; Tucker, Stronge, and Gaareis, 2002).

The goal of self-reflection is to improve practices through ongoing thinking on how the district certified personnel’s professional practices impact teaching and learning. District certified personnel will use the identified performance standards for the position they hold within the district to conduct the self- reflection. Using the results of the self-reflection, the district certified educator will determine and identify at least one area of growth and create a professional growth goal that is used to develop a Professional Growth Plan (PGP).

The PGP should either develop or enhance the educator’s professional practices and leadership skills. It should also facilitate the translation of growth needs identified through self-reflection as well as other

processes into practical activities and experiences. The PGP should address realistic, focused, and measurable professional goals.

The district certified educator will meet with his/her primary evaluator to develop and receive feedback on the PGP. Following consensus on the PGP and its approval by the evaluator, the PGP will be reviewed with the evaluatee as follows:

* during the site-visit/observation post-conference (for all district certifiededucators)
* at the end-of-the year conference (for all non-administrative district certified personnel in a non-summative year in the evaluationcycle)
* at the summative conference (conducted annually for all district certified administrators and as scheduled for non-administrative district certifiedpersonnel)
* at the request of the evaluatee or evaluator any other time during the course of the evaluation year.

###### Non-Administrative District Certified Personnel (Self-Reflection and PGP)

For those district certified personnel in non-administrative roles who are returning to work in the following school year, the Self-Reflection and Professional Growth Planning process is initiated in April/May. A completed Self-Reflection is submitted to the evaluator using the district form (see pages 157-171 in the Appendix) at the summative conference or the final Professional Growth Plan review conference for the year. The evaluator and evaluatee will discuss the Self-Reflection and ideas for developing a Professional Growth Plan for the following year. The district certified personnel in non- administrative roles will have 5 working days to submit a Professional Growth Plan. The evaluator will sign-off on the Professional Growth Plan as acceptable for the following school year. The Professional Growth Plan may be revised, **if applicable**, and re-submitted to the evaluator within 15 working days of Opening Day. The evaluator has until August 31 to review the document, collaborate with the evaluatee and reach approval on the evaluatee’s Professional Growth Plan.

New non-administrative district certified personnel, hired prior to the opening of the school year, will complete and submit their draft Self-Reflections and Professional Growth Plans using the district form (see pages 157-171 in the Appendix) within 15 working days of Opening Day. The evaluator will review the document, confer and collaborate with the evaluatee regarding his/her Self-Reflection and Professional Growth Plan within ten working days of receiving the form or August 31 (whichever comes later), and reach approval on the evaluatee’s Self Reflection and Professional Growth Plan within that time.

Those non-administrative district certified personnel hired after the beginning of the school year will complete and submit their draft Self-Reflections and Professional Growth Plans using the district form (see pages 157-171) within 15 days of employment. The evaluator will review the document, confer and collaborate with the evaluatee regarding his/her Self-Reflection and Professional Growth Plan within ten

working days of receiving the form or August 31 (whichever comes later), and reach approval on the evaluatee’s Self-Reflection and Professional Growth Plan within that time.

A final review of the Professional Growth Plan with the non-administrative district certified educator will be conducted by the evaluator on or before April 30 with those evaluatees who are in a summative evaluation year, and on or before May 15 with those evaluatees who are not in a summative evaluation year. (*A chart summarizing the process is located below*.)

|  |  |  |
| --- | --- | --- |
| **Self-Reflection and Professional Growth Plan (PGP) Timeline Non-Administrative District Certified Personnel** | | |
| **Activity** | **Staff Responsible** | **Completion Date** |
| Completed Self-Reflection and Review of current Professional Growth Plan | Non-Administrative District Certified Educator  And Evaluator | District Form to be Completed and Submitted to Evaluator  By summative conference (April 30 for summative year tenured and non-tenured ) or final PGP review conference (May 15 for tenured in formative year of cycle)ofcurrentschoolyearforthoseevaluateeswhoare returning to work in the district the next schoolyear  Within 15 working days of Opening Day for evaluatees hired prior to the opening of school  Within 15 working days of employment for those evaluatees hired after the beginning of the school year |
| Completed Professional Growth Plan (PGP) | Non-Administrative District Certified Educator | District Form is submitted to Evaluator  Within 5 working days from summative or year-end conference. |
| Review Evaluatee’s PGP, Collaborate with Evaluatee, and Reach Approval on the PGP | Evaluator and Non- Administrative District Certified Educator | The PGP must be approved by the last day of school for those evaluatees returning to work from previous year  [For those employees hired prior to the opening of school  or after the beginning of the school year, follow directions in the CEP.] |
| OPTIONAL  Revise PGP with Non- Administrative District Certified Educator | Evaluator and Non- Administrative District Certified Educator | Evaluatee must re-submit District PGP Form within 15 working days of Opening Day  Approval by Evaluator will occur on or before August 31 |

###### District Administrators (Self-Reflection and PGP)

District administrators will use the district approved form on pages 208-209 of this evaluation plan to prepare their Self-Reflection and Professional Growth Plan. Evaluators of these district employees will begin conversations regarding the evaluatee’s progress toward completion of the self-reflection and PGP with the evaluatee no later than September 30 (unless the evaluatee was hired after the school year began; in this case, an altered timeline would be used with the evaluatee – see form onpage227).

District administrators will submit their self-reflection and PGP to their evaluator no later than October 31 (unless the evaluatee was hired after the opening of school and is on an altered timeline, agreed upon in consensus with the evaluator). Self-Reflections and Professional Growth Plans (PGPs) for district administrators will be approved by the superintendent/designee no later than November15.

Those district administrators hired after the opening of the school year will have additional time, if needed, to prepare these elements of the evaluation plan. The evaluator of the district administrator will confer with the evaluatee and come to consensus on a reasonable timeline for the completion of these items. This conference will occur during the evaluation orientation, conducted within the first 30 calendar days of reporting for employment. The evaluator will document the determined timeline, and both the evaluator and evaluatee will sign the document, noting agreement with its terms. Ifthe evaluatee is hired after January 1 of the school year, the evaluator will use professional judgment with regard to expectations for completion of the PGP. The evaluation process must conclude no later than May 10, as is required for other district administrators. (See form on page123.)

##### Observation/Site Visit

The observation/site visit process is one source of evidence that provides documentation and feedback to measure the effective practices of the district certified employee using the identified standards for the educator’s specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection. Observation/site visits will be conducted once each year for each district certified educator. However, an evaluator may choose to conduct more than one observation/site visit of an evaluatee if so desired. (Non-tenured, non-administrative district certified employees should have at least twoobservation/site-visits.)

The observation process is designed to create conversation between the employee and the evaluator around the practices and responsibilities as they relate to the district certified educator’s role, the identified standards for the educator, and the professional practices needed to meet his/her responsibilities in the district.

The evaluator may visit the district certified educator when they are working with teachers, during ‘office’ or ‘planning’ hours, leading meetings, or conducting any other type of work/duty on behalf of the district. The evaluator will use the district approved forms (pages 172-206 for non-administrative district certified personnel and pages 209-218 for district administrators) to record documentation from the observation/sitevisit.

Pre-observation/site visit conferences are not required. The evaluator may choose whether the observation/site visit will be scheduled or unscheduled. However, it is recommended that the evaluator coordinate a time and date for the observation/site visit in advance of its occurrence with the evaluatee.

A post-observation/site visit conference will be conducted within five (5) working days of the observation/site visit for non-administrative district certified educators and within ten (10) working days of the observation/site visit for district administrators. Data collected from the observation/site visit will be shared with the district certified educator and documented on the district approved form.

In addition, a review of the educator’s progress toward the Professional Growth Plan (PGP) will be conducted at the post-observation/site visit conference. Following the post-observation/site visit conference, the evaluatee and evaluator will sign the district approved form to document that the observation/site visit and post-observation/site visit conference were conducted. The evaluatee will receive a copy of the completed observation/site visit form.

##### Products of Practice/Other Sources of Evidence

District certified personnel may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the evaluatee’s practice within the standards. Examples of artifacts may include but are not limited to thefollowing:

* A Collection of Instructional Leadership WorkSamples
* Committee MeetingArtifacts
* Leadership MeetingArtifacts
* EILA/Professional Learning ExperienceDocumentation
* Surveys
* Professional Organizations Memberships and LeadershipRoles
* Parent/Community EngagementSurveys
* Parent/Community Engagement EventsDocumentation
* Schedules andCalendars
* Other Evidence Related to Practice Within theStandards

##### Determining the Summative Rating

During the summative evaluation conference, the evaluator and evaluatee will discuss the evaluatee’s performance against the standards and indicators for the evaluatee’s position within the district. (See summative evaluation forms on pages 219-223 for non-administrative district certified personnel and pages 224-225 for district administrators). Reviewing evidences from self-reflection, the professional growth plan, observations/site visits, any other data collected throughout the formative phase of the evaluation cycle, and professional judgment, the evaluator will rate the professional practice on each performance measure (Planning, Environment, Instruction and Professionalism) for the district certified educator. The evaluator will then apply the decision rules for determining a summative rating for a District Administrator by selecting the rating from one of the following choices: Ineffective, Developing, Accomplished, or Exemplary. The certified district non-administrator will follow the same process; however, has a different set of decision rules for determining their summative rating. (See page 45)

The summative evaluation form will be signed by both the evaluatee and the evaluator, and a copy of the completed summative evaluation form will be provided to the evaluatee and to the district’s Director of Personnel for inclusion in the evaluatee’s personnelfile.

District certified personnel will have an opportunity to give a written response to the evaluator and such response will be filed with the evaluation. District certified personnel will be required to sign all forms

ensuring the evaluation process has been discussed and a copy of the evaluation provided to the evaluatee.

The evaluation process must conclude no later than April 30 for district certified personnel in non- administrative roles and by May 10 for those in administrative roles.

|  |  |
| --- | --- |
| **DECISION RULES FOR DETERMINING A CERTIFIED DISTRICT**  **ADMINISTRATOR’S SUMMATIVE RATING BASED ON KENTUCKY’S**  **PERFORMANCE MEASURES** | |
| **IF…** | **THEN…** |
| District Certified Administrator is rated Exemplary in at least three of the performance measures and no measure is rated Developing or Ineffective | Summative Rating shall be Exemplary |
| District Certified Administrator is rated Accomplished in at least three of the performance measures and no measure is rated Ineffective | Summative Rating shall be Accomplished |
| District Certified Administrator is rated Developing in at least three performance measures | Summative Rating shall be Developing |
| District Certified Administrator is rated Ineffective in two or more performance measures | Summative Rating shall be Ineffective |
| If data from a District Certified Administrator’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the professional judgment of the  evaluator. | |

|  |  |
| --- | --- |
| **DECISION RULES FOR DETERMINING A CERTIFIED DISTRICT NON- ADMINISTRATOR’S SUMMATIVE RATING BASED ON KENTUCKY’S PERFORMANCE MEASURES** | |
| IF… | THEN… |
| Environment and Instruction are rated INEFFECTIVE | The Summative Rating shall be INEFFECTIVE |
| Environment or Instruction are rated INEFFECTIVE | The Summative Rating shall be DEVELOPING or INEFFECTIVE |
| Planning or Professionalism are rated INEFFECTIVE | The Summative Rating shall NOT be EXEMPLARY |
| Two Performance Measures are rated DEVELOPING, and  Two Performance Measures are rated ACCOMPLISHED | The Summative Rating shall be ACCOMPLISHED |
| Two Performance Measures are rated DEVELOPING, and  Two Performance Measures are rated EXEMPLARY | The Summative Rating shall be ACCOMPLISHED |
| Two Performance Measures are rated ACCOMPLISHED, and  Two Performance Measures are rated EXEMPLARY | The Summative Rating shall be EXEMPLARY |
| If data from an educator’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the professional judgment of the evaluator. | |

##### New Positions Created after July 1, 2018

Should the district have a need to create new district certified positions after July 1, 2018, the following process will be followed to ensure that an evaluation plan is implemented for the employee.

* The Board of Education will approve the newly created position, to include a job description for the position.
* The district’s Certified Evaluation Plan Committee will develop a plan for the inclusion of this position’s evaluation to the current Certified Evaluation Plan (CEP) and will submit the plan to the Board of Education for approval. The plan will include the following: performance standards for the position and all forms for the evaluation of the person holding the position that are comparable to those of the employee’speers.
* Following the Board of Education’s approval of the additions to the Certified Evaluation Plan, a revised copy of the CEP will be submitted to the Kentucky Department of Education for approval.

Sources of Evidence/Standards for District Certified Non-Administrators

Standards Alignment with Performance Measures

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | School | Workforce/Readiness | Behavior | Gifted & | Professional |
| Psychologist | Coordinator/Counselor | Consultant | Talented | Development |
|  |  |  | Education | Facilitator |
|  |  |  | Coordinator |  |
| Planning | Planning & Preparation from KY framework | | (5)Engages in Professional Development | (4)Collaborates with Colleagues, Parents, and Others | (4)Engages in Professional Development | 1. Accesses and Uses Research toImprove 2. Promotes Professional Learningfor Continuous Improvement |
| Environment | Environment from KY Framework | | 1. Counsels Students and Communicates Analysis of Students’ LearningPlans 2. Collaborates with Colleagues, Parents,and Others | (3)Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, Others | (3)Collaborates with Colleagues, Parents, and Others | (7)Improves Outreach and Collaboration with Families and Community  (2)Fosters a Collaborative Culture to Support Educator Development and Student Learning |
| Instruction | Delivery of Service/KY Framework | | (2)Designs, Plans, Implements, and Monitors the Workforce Readiness Program | (2)Demonstrates Knowledge of Job Area | (2)Leads, Manages, and Monitors the Gifted and Talented Education Program | (5)Facilitates Improvements in Instruction and Student Learning |
| (6)Promotes the Use of Assessments and Data for School and District Improvement |
| Professionalism | Professional Responsibilities from KY Framework | | (1)Demonstrates Professional Leadership | (1)Demonstrates Professional Leadership | (1)Demonstrates Professional Leadership | (1)Demonstrates Professional Leadership |
| (8)Advocates for Student Leaning and the Profession |
| **Professional Growth** | | | **Professional Growth Planning and Self Reflection (using above standard for each District Certified Position)** | | | |
| **Self-Reflection** | | |
| **Site Visits** | | | **Observations and District Identified Evidence (conferences)** | | | |

Sources of Evidence/Standards for District Certified Administrators

Standards Alignment with Performance Measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Planning | Environment | Instruction | Professionalism |
| Standards | *Standard 4:* Human Resource Leadership  *Standard 5:* Managerial Leadership | *Standard 1:*Strategic |  | *Standard 8:* Dispositions- Human Elements |
| Leadership | *Standard 2:* |
| Standard 6:External Development Leadership  Standard 3:Cultural | Instructional  Leadership  *Standard7:*  Micropolitical Leadership |
| Leadership |  |
| **Professional Growth** | **Professional Growth Planning and Self Reflection (using above standard for each District Certified Position that is relevant to the position)** | | | |
| **Self- Reflection** |
| **Site Visits** | **Observations and District Identified Evidence (conferences)** | | | |

**INDIVIDUAL CORRECTIVE ACTION PLAN (ICAP) PROCESS**

**Individual Corrective Action Plan (ICAP)**

At the point that a certified employee’s actions or lack of action(s) cause the need for an immediate change in practice or behavior, the Individual Corrective Action Plan must be utilized to document both the problem and assistance to the evaluatee to accomplish correction of the problem, if possible. This procedure is to be followed at whatever date the decision of non-compliance is made. The evaluator does not have to wait for a summative evaluation conference to enact this procedure.

##### Instructions for Completing the Individual Corrective Action Plan

***This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) when an evaluatee’s professional practice or behavior requires an immediate change. The evaluator and evaluateemust identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.***

1. **Performance Measure, Framework for Teaching Domain/Component orProfessional Behavior inGeneral**

Identify the specific behavior(s) or practice(s) that needs immediate improvement.

1. **GrowthObjective(s)/Goal(s)**

Growth objectives and goals must address the specific domain/component/standard or professional behavior. The evaluatee and the evaluator work closely to correct the identified weakness(es).

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

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

1. **Appraisal Method and Target Dates forCompletion**

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

1. **Documentation of all reviews, corrective actions, and evaluator’s assistance mustbe provided periodically (as they occur) to theevaluatee**

**Elizabethtown Independent Schools**

INDIVIDUAL CORRECTIVE ACTION PLAN

for

Date WorkSite

|  |  |  |  |
| --- | --- | --- | --- |
| Domain/Component/ Standardor  Professional Behavior toImprove | Growth Objective/ Goal(s)  (describe desired outcomes) | Procedures and Activities for Achieving Goals and Objectives (including support personnel) | Appraisal Method and Target Dates |
|  |  |  |  |
|  |  |  |  |

(Attach additional pages if necessary) Evaluatee’s Comments:

Evaluator’s

Comments:

|  |  |
| --- | --- |
| Individual Corrective Action Plan Developed: | STATUS: Achieved Revised Continued |
| Evaluatee’sSignature Date | Evaluatee’sSignature Date |
| Evaluator’sSignature Date | Evaluator’sSignature Date |

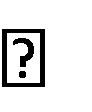
**Appeals – Evaluation Appeal Process**

**Overview**

Based on both statute and district board policy, employees are entitled to appeal their evaluations. Evaluators will share information regarding the appeals process and forms in the annual evaluation orientation.

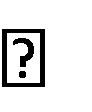
**Appeal Process:**

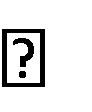
* + Any certified employee disagreeing with a summative evaluation may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the district’s Certified Evaluation AppealsPanel.

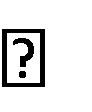
Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the Appeals Panel within ten (10) calendar days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee no later than five (5) days in advance of the hearing, and either or both parties may have representation of theirchoosing.

* + The certified employee must use the district approved appeal form (EIS Board ofEducation

Administrative Procedure Form 03.18 AP.21) to request an appeal with the district’s Certified Evaluation Appeals Panel. This form is submitted to the district Superintendent.

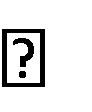
The certified employee appealing to the Appeals Panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summativeevaluation.

The Appeals Panel shall hold necessary hearings following the procedures as outlined in EIS Board of Education Administrative Procedures 03.18AP.11.

The Appeals Panel shall issue a recommendation to the district Superintendent withinfifteen

(15) working days from the date an appeal is filed.

* + The district Superintendent shall receive the Appeals Panel’s recommendation and shall take such action as permitted by law as he or she deems appropriate ornecessary.

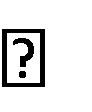
The appellant and the evaluator will receive written notification of the decision of the Appeals Panel.

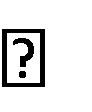
* + The Appeal Panel’s decision and the original summative evaluation form shall be placed inthe

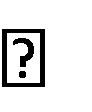
employee’s personnel file. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.

* + If a certified employee disagrees with the local Certified Evaluation Appeals Panel’s decision regarding procedure, he or she may appeal this decision to the State Evaluation Appeals Panel. (See the Kentucky Administrative Regulation on this for additional information on grounds for the appeal, timelines, and documentationrequired.)

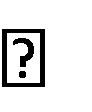
**Appeals Panel:**

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

Two (2) members of the panel shall be elected by and from the certified employees of the District. The Board shall appoint one certified employee to the panel. Alternate members may be elected/appointed, as appropriate, to fill in for a regular member who is unable toserve.

Alltermsof panelmembers andalternates shallbefor one(1)yearandrunfromJuly1toJune

30. Members may be reappointed or reelected.

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

* + No panel member shall serve on any appeal panel considering an appeal for which he or she was the evaluator. Whenever a panel member or a panel member’s immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his or her immediateevaluator.

If a certified employee believes that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education, the employee may appeal to the Kentucky Board of Education. (See the Kentucky Administrative Regulation on this for additional guidance.)

The following documents provide additional guidance on the Evaluation of Certified Personnel, to include the process for submitting an appeal to an individual evaluation or an appeal regarding the overall implementation of the district’s Certified Evaluation Plan.

704 KAR 3:370



KRS 156.557

EIS Board Policy 3.18 (Evaluation of Certified Personnel)

EIS Administrative Procedure 03.18 AP.11 (Appeals/Hearings)

EIS Administrative Procedure 03.18 AP.12 (Confidentiality of Records) EIS Administrative Procedure 03.18 AP.21 (Evaluation Appeal Form)

EIS Administrative Procedure 03.18 AP.22 (Evaluation Committee/Evaluators and Observers)

# APPENDIX

Kentucky Teachers’ Framework for Teaching\*

(adapted from Charlotte Danielson’s Framework for Teaching, 2011)

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain 1 Planning & Preparation** | **Domain 2 Classroom Environment** | **Domain 3 Instruction** | **Domain 4 Professional Responsibilities** |
| 1. Demonstrating Knowledge of Contentand Pedagogy    1. Knowledge of Content andthe Structure of theDiscipline    2. Knowledge ofPrerequisite Relationships    3. Knowledge ofContent-Related Pedagogy 2. Demonstrating Knowledge ofStudents    1. Knowledge of Child and AdolescentDevelopment    2. Knowledge of the LearningProcess    3. Knowledge of Students’Skills, Knowledge, and Language Proficiency    4. Knowledge of Students’Interests and CulturalHeritage    5. Knowledge of Students’Special Needs 3. Selecting InstructionalOutcomes    1. Value, Sequence, andAlignment    2. Clarity    3. Balance    4. Suitability for DiverseLearners 4. Demonstrating Knowledge ofResources    1. Resources for ClassroomUse    2. Resources to ExtendContent Knowledge andPedagogy    3. Resources forStudents 5. Designing CoherentInstruction    1. LearningActivities    2. Instructional Materialsand Resources    3. InstructionalGroups    4. Lesson and UnitStructure 6. Designing StudentAssessment    1. Congruence withInstructional Outcomes    2. Criteria andStandards    3. Design of FormativeAssessments    4. Use forPlanning | 1. CreatinganEnvironmentofRespectand Rapport    1. Teacher Interaction withStudents    2. Student Interactions withOne Another 2. Establishing a Culture forLearning    1. Importance of theContent    2. Expectations for Learningand Achievement    3. Student Pride inWork 3. Managing ClassroomProcedures    1. Management ofInstructional Groups    2. Management ofTransitions    3. Management of Materialsand Supplies    4. Performance ofNon-Instructional Duties    5. Supervision of Volunteersand Paraprofessionals 4. Managing StudentBehavior    1. Expectations    2. Monitoring of StudentBehavior    3. Response to StudentMisbehavior 5. Organizing PhysicalSpace    1. Safety andAccessibility    2. Arrangement of Furniture andUse of PhysicalResources | 1. Communicating withStudents    1. Expectations forLearning    2. Directions andProcedures    3. Explanation ofContent    4. Use of Oral and WrittenLanguage 2. Using Questioning and DiscussionTechniques    1. Quality ofQuestions    2. DiscussionTechniques    3. StudentParticipation 3. Engaging Students inLearning    1. Activities andAssignments    2. Grouping ofStudents    3. Instructional Materialsand Resources    4. Structure andPacing 4. Using Assessment inInstruction    1. AssessmentCriteria    2. Monitoring of StudentLearning    3. Feedback toStudents    4. Student Self-Assessmentand Monitoring ofProgress 5. Demonstrating Flexibility andResponsiveness    1. LessonAdjustment    2. Response toStudents    3. Persistence | 1. Reflecting onTeaching    1. Accuracy    2. Use in FutureTeaching 2. Maintaining AccurateRecords    1. Student Completionof Assignments    2. Student Progress inLearning    3. Non-InstructionalRecords 3. Communicating withFamilies    1. Information Aboutthe InstructionalProgram    2. Information AboutIndividual Students    3. Engagement of Families inthe InstructionalProgram 4. Participating in a ProfessionalCommunity    1. Relationships withColleagues    2. Involvement in a Cultureof ProfessionalInquiry    3. Service to theSchool    4. Participation in School andDistrict Projects 5. Growing and DevelopingProfessionally    1. Enhancement of Content Knowledge and PedagogicalSkill    2. Receptivity to Feedbackfrom Colleagues    3. Service to theProfession 6. DemonstratingProfessionalism    1. Integrity and EthicalConduct    2. Service toStudents    3. Advocacy    4. DecisionMaking   Compliance with School and District Regulations |

\*Please reference the complete edition of the ***Kentucky Framework for Teaching*** for more detailed characteristics and descriptors of each domain and component within each domain. A copy of this document has been provided to every teacher in the Elizabethtown Independent Schools.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Domains** | **Teacher Components** | **Other Professional Domains** | **Therapeutic Specialists Components** |
| Planning and Preparation | * Knowledge of content and pedagogy * Demonstrating knowledgeof students * Setting instructionaloutcomes * Demonstrating knowledgeof resources * Designing coherentinstruction * Designing studentassessments | Planning and Preparation | * Demonstrating knowledge and skill in the specialist therapyarea holding the relevant certificate orlicense * Establishinggoalsforthetherapyprogramappropriatetothesetting and the studentsserved * Demonstrating knowledge of District state and federalregulations andguidelines * Demonstrating knowledge of resources both within and beyond the school anddistrict * Planning the therapy program integrated with the regularschool program to meet the needs of individualstudents * Developing a plan to evaluate the therapyprogram |
| Classroom  Environment | * Creating an environmentof   respect and rapport   * Establishing a cultureof learning * Managing classroom procedures * Managing studentbehavior * Organizing physicalspace | Environment | * Establishing rapport withstudents * Organizing timeeffectively * Establishing and maintaining clear procedures forreferrals * Establishing standards of conduct in the treatmentcenter * Organizing physical space for testing of studentsand providing therapy |
| Instruction | * Communicating withstudents * Questioning anddiscussion techniques * Engaging students inlearning * Using Assessment ininstruction * Demonstrating Flexibilityand Responsiveness | Delivery of Service | * Responding to referrals and evaluating studentneeds * Developing and implementing treatment plans to maximizestudentssuccess * Communicating withfamilies * Collecting information; writingreports * Demonstrating flexibility andresponsiveness |
| Professional Responsibilities | * Reflecting onteaching * Maintaining accuraterecords * Communicating withfamilies * Participating in aprofessional community * Growing anddeveloping | Professional Responsibilities | * Reflecting onpractice * Collaborating with teachers andadministrators * Maintaining an effective data managementsystem * Participating in a professionalcommunity * Engaging and professional development * Showing professionalism including integrity advocacyand maintaining confidentiality |

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| --- | --- | --- | --- |
| **Teacher Domains** | **Teacher Components** | **Other Professional Domains** | **School Counselors Components** |
| Planning and Preparation | * Knowledge of content and pedagogy * Demonstrating knowledge of students * Setting instructionaloutcomes * Demonstrating knowledge of resources * Designing coherentinstruction * Designing studentassessments | Planning and Preparation | * Demonstrating knowledge of counseling theory andtechniques * Demonstrating knowledge of child and adolescentdevelopment * Establishing goals for the counseling program appropriate to the setting and the studentsserved * Demonstrating knowledge of state and federal regulations andof resources both within and beyond the school anddistrict * Plan in the counseling program integrated with the regular school program * Developing a plan to evaluate the counselingprogram |
| Classroom Environment | * Creating an environmentof respect andrapport * Establishing a culture oflearning * Managing classroomprocedures * Managing studentbehavior * Organizing physicalspace | Environment | * creating an environment of respect andrapport * Establishing a culture for productivecommunication * Managing routines andprocedures * Establishing standards of conduct and contributing to the culture for student behavior throughout theschool * Organizing physicalspace |
| Instruction | * Communicating withstudents * Questioning and discussion techniques * Engaging students inlearning * Using Assessment ininstruction * Demonstrating Flexibility and Responsiveness | Delivery of Service | * Assessing studentneeds * Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs * Using counseling techniques in individual and classroom programs * Brokering resources to meetneeds * Demonstrating flexibility andresponsiveness |
| Professional Responsibilities | * Reflecting onteaching * Maintaining accuraterecords * Communicating withfamilies * Participating in aprofessional community * Growing anddeveloping | Professional Responsibilities | Reflecting on practice  Maintaining records and submitting them in atimelyfashion Communicating withfamilies  Participating in aprofessionalcommunity Engaging in professionaldevelopment  Showingprofessionalism |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Domains** | **Teacher Components** | **Other Professional Domains** | **Library Media Specialists Components** |
| Planning and Preparation | * Knowledge of content and pedagogy * Demonstrating knowledge of students * Setting instructionaloutcomes * Demonstrating knowledge of resources * Designing coherentinstruction * Designing studentassessments | Planning and Preparation | Demonstrating Knowledge of Content Curriculum and Process Knowledge of curriculum  Knowledge of information, media, and digital literacy  Knowledge of the research process Demonstrating Knowledge of Students Knowledge of child and adolescent development Knowledge of the learning process   * Knowledge of students’ skills and knowledge and languageproficiency * Knowledge of students’ interests and culturalheritage * Knowledge of students’ special needs Supporting Instructional Goals Instructional resources andtechnology Instructionalservices   Demonstrating Knowledge and Use of Resources  Instructional materials and resources Search strategies  Demonstrating a Knowledge of Literature and Lifelong Learning   * Children’s and young adultliterature Readingpromotion   Collaborating in the Design of Instructional Experiences Collaborative skills  Instructional materialsandresourcesResearchprocess  Information, media, digital and technologyliteracy |
| Classroom Environment | * Creating an environmentof respect andrapport * Establishing a culture of learning * Managing classroom procedures * Managing studentbehavior * Organizing physicalspace | Environment | * Creating an environment of respect andrapport * Interpersonalrelations * Studentinteractions * Staff interactions * Establishing a Culture forLearning * Ethos * Expectations forlearning |



|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Domains** | **Teacher Components** | **Other Professional Domains** | **Library Media Specialists Components** |
|  |  |  | * Managing LibraryProcedures * Circulationprocedures * Schedulingprocedures * Managing studentbehavior * Expectations * Monitoring of studentbehavior * Response tomisbehavior * Organizing physicalspace * Safety * Traffic flow * Self-directed use * Consideration offunctions * Flexibility |
| Instruction | * Communicating withstudents * Questioning and discussion techniques * Engaging students in learning * Using Assessment in instruction * Demonstrating Flexibility and Responsiveness | Delivery of Service | * Communicating Clearly andAccurately * Directions andprocedures * Use of different methods * Using Questioning and ResearchTechniques * Quality ofquestions * Researchtechniques * Student inquiry * Engaging Students in Learning * Instructional materials and resources * Expectations forstudents * Assessment in Instruction (whole class, one-on-one and smallgroup) * Assessment criteria * Monitoring of studentlearning * Qualityfeedback * Student self-assessment and monitoring ofprogress * Demonstrating Flexibility andResponsiveness * Teachingstrategies * Lessonadjustments * Response to students * Persistence |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Domains** | **Teacher Components** | **Other Professional Domains** | **Library Media Specialists Components** |
| Professional Responsibilities | * Reflecting onteaching * Maintaining accurate records * Communicating with families * Participating in a professionalcommunity * Growing anddeveloping | Professional Responsibilities | * Reflecting onPractice * Reflection * Vision * Change |
| * Maintaining AccurateRecords |
| * Catalog * Circulation * Statistics * Inventory * UsingData |
| * Communicating with School Staff andCommunity |
| * Information about the libraryprogram * Advocacy |
| * Participating in a ProfessionalCommunity |
| * Service to theSchool * Participation in school and districtprojects * Involvement in a culture of professionalinquiry * Relationship withcolleagues * Growing and DevelopingProfessionally * Enhancement of professionalknowledge * Receptivity to feedback fromcolleagues * Service to theprofession * Collection Development andMaintenance |
| * Assessment * Selection/ Weeding * Managing the LibraryBudget |
| * Data drivendecisions |
| * Budget development |
| * Recordkeeping * ManagingPersonnel |
| * Motivatingleadership * Delegatingresponsibility * Training * Supervision * Evaluation |
| * Professional ethics |
| * Library Bill ofRights |
| * Copyright law |
| * Ethical use ofinformation |
| * Intellectual freedom |
| * Privacy |
| * Confidentiality |

### E L I Z A B E T H T O WN I N D E P E N D ENT S C H O O LS

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Self-Reflection & Professional Growth Plan Template

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

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

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

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

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

|  |  |
| --- | --- |
| **Professional Growth Goal:**  What do I want to learn or change about my instruction that will effectively impact student learning? | *(Please enter your Professional Growth Goal here.)* |

|  |  |  |
| --- | --- | --- |
| **Strategies/Actions**  How will I accomplish my goal? | **Resources/Support Needed**  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? |
|  |  |  |
|  |  |  |
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|  |  |  |
| --- | --- | --- |
| **Measures of Success:**  ***Identify the documentation intended to demonstrate your professional growth.*** | | |
| □ Artifacts | □ Self-Assessment | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | □ Observation Data |
| □ Other(s): (please specify) | | |

(To be approved by last day of school in current year.)

|  |  |
| --- | --- |
| **Teacher Signature:** | **Date:** |
| **Evaluator Signature** | **Date:** |

**Final Review of the Professional Growth Plan**

(To be completed on or before April 30 for teachers in a summative evaluation year, and on or before May 15 with teachers who are not in a summative year.)

|  |  |
| --- | --- |
| **Teacher Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved  ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future.***  **Comments:** |

|  |  |
| --- | --- |
| **Teacher Signature:** | **Date:** |
| **Evaluator Signature:** | **Date:** |

Original-Evaluator’sFiles Copy-Teacher

### E L I Z A B E T H T O WN I N D E P E N D ENT S C H O O LS

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Self-Reflection & Professional Growth PlanTemplate

|  |  |
| --- | --- |
| **Guidance Counselor** |  |
| **School(s)** |  |
| **Grade Levels** |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 1A – Demonstrating Knowledge of Counseling Theory and Techniques | I | D | A | E |  |
| 1B – Demonstrating Knowledge of Human Development | I | D | A | E |
| 1C – Establishing Goals for Counseling Program | I | D | A | E |
| 1D – Demonstrating Knowledge of Regs and Resources | I | D | A | E |
| 1E – Planning an Integrated Counseling Program | I | D | A | E |
| 1F – Developing a Plan to Evaluate the Counseling Program | I | D | A | E |
| 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 Culture for Student Behavior Throughout the School | I | D | A | E |
| 2E – Organizing Physical Space | I | D | A | E |
| 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 in Individual and Classroom Programs | I | D | A | E |
| 3D – Brokering Resources to Meet Needs | I | D | A | E |
| 3E – Demonstrating Flexibility and Responsiveness | I | D | A | E |
| 4A – Reflecting on Practice | I | D | A | E |
| 4B – Maintaining Records & Submitting Them in Timely Fashion | 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 – Demonstrating Professionalism | I | D | A | E |

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

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

|  |  |
| --- | --- |
| **Professional Growth Goal:**  What do I want to learn or change about my interaction with students that will effectively impact student learning? | *(Please enter your Professional Growth Goal here.)* |

|  |  |  |
| --- | --- | --- |
| **Strategies/Actions**  How will I accomplish my goal? | **Resources/Support Needed**  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? |
|  |  |  |
|  |  |  |
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|  |  |  |
| --- | --- | --- |
| **Measures of Success:**  ***Identify the documentation intended to demonstrate your professional growth.*** | | |
| □ Artifacts | □ Self-Assessment | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | □ Observation Data |
| □ Other(s): (please specify) | | |

(To be approved by last day of school in current year.)

|  |  |
| --- | --- |
| **Guidance Counselor Signature:** | **Date:** |
| **Evaluator Signature** | **Date:** |

**Final Review of the Professional Growth Plan**

(To be completed on or before April 30 for guidance counselors in a summative evaluation year, and on or before May 15 with guidance counselors who are not in a summative year.)

|  |  |
| --- | --- |
| **Guidance Counselor Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved  ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future.***  **Comments:** |

|  |  |
| --- | --- |
| **Guidance Counselor Signature:** | **Date:** |
| **Evaluator Signature:** | **Date:** |

Original-Evaluator’sFiles Copy- GuidanceCounselor

Elizabethtown Independent Schools

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Self-Reflection & Professional Growth Plan Template

|  |  |
| --- | --- |
| **Library Media Specialist** |  |
| **School(s)** |  |
| **Grade Levels** |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 1A – Demonstrating Knowledge and 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 |
| 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 |
| 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 |
| 4A – Reflecting on Practice | I | D | A | E |
| 4B – Maintaining Accurate Records | I | D | A | E |
| 4C – Communicating 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 |

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

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

|  |  |
| --- | --- |
| **Professional Growth Goal:**  What do I want to learn or change about my practice that will effectively impact student learning? | *(Please enter your Professional Growth Goal here.)* |

|  |  |  |
| --- | --- | --- |
| **Strategies/Actions**  How will I accomplish my goal? | **Resources/Support Needed**  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? |
|  |  |  |
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| --- | --- | --- |
| **Measures of Success:**  ***Identify the documentation intended to demonstrate your professional growth.*** | | |
| □ Artifacts | □ Self-Assessment | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | □ Observation Data |
| □ Other(s): (please specify) | | |

(To be approved by the last day in current year.)

|  |  |
| --- | --- |
| **Library Media Specialist Signature:** | **Date:** |
| **Evaluator Signature** | **Date:** |

**Final Review of the Professional Growth Plan**

(To be completed by on or before April 30 for library media specialists in a summative evaluation year, and on or before May 15 with library media specialists who are not in a summative year.)

|  |  |
| --- | --- |
| **Library Media Specialist Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved  ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future.***  **Comments:** |

|  |  |
| --- | --- |
| **Library Media Specialist Signature:** | **Date:** |
| **Evaluator Signature:** | **Date:** |

Original-Evaluator’sFiles Copy- Library MediaSpecialist

### E L I Z A B E T H T O WN I N D E P E N D ENT S C H O O LS

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Self-Reflection & Professional Growth Plan Template

|  |  |
| --- | --- |
| **Speech Therapist** |  |
| **School(s)** |  |
| **Grade Levels** |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 1A – Demonstrating Knowledge and Skill in Therapy Area | I | D | A | E |  |
| 1B – Establishing Goals for the Therapy Program | I | D | A | E |
| 1C – Demonstrating Knowledge of Regs and Guidelines | I | D | A | E |
| 1D – Demonstrating Knowledge of Resources | I | D | A | E |
| 1E – Planning an Integrated Therapy Program | I | D | A | E |
| 1F – Developing a Plan to Evaluate the Therapy Program | I | D | A | E |
| 2A – Establishing Rapport with Students | I | D | A | E |
| 2B – Organizing Time Effectively | I | D | A | E |
| 2C – Establishing and Maintaining Clear Referral Procedures | I | D | A | E |
| 2D – Establishing Standards of Conduct in Treatment Center | I | D | A | E |
| 2E – Organizing Physical Space | I | D | A | E |
| 3A – Responding to Referrals and Evaluating Student Needs | 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 |
| 4A – Reflecting on Practice | I | D | A | E |
| 4B – Collaborating with Teachers and Administrators | I | D | A | E |
| 4C – Maintaining 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 |

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

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

|  |  |
| --- | --- |
| **Professional Growth Goal:**  What do I want to learn or change about my practice that will effectively impact student learning? | *(Please enter your Professional Growth Goal here.)* |

|  |  |  |
| --- | --- | --- |
| **Strategies/Actions**  How will I accomplish my goal? | **Resources/Support Needed**  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? |
|  |  |  |
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|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Measures of Success:**  ***Identify the documentation intended to demonstrate your professional growth.*** | | |
| □ Artifacts | □ Self-Assessment | □ Ongoing Self-Reflection |
| □ Certificate of Completion | □ Teaming with Colleague | □ Observation Data |
| □ Other(s): (please specify) | | |

(To be approved by last day in current year.)

|  |  |
| --- | --- |
| **Speech Therapist Signature:** | **Date:** |
| **Evaluator Signature:** | **Date:** |

**Final Review of the Professional Growth Plan**

(To be completed by on or before April 30 for speech therapists in a summative evaluation year, and on or before May 15 with speech therapists who are not in a summative year.)

|  |  |
| --- | --- |
| **Speech Therapist Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved  ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future.***  **Comments:** |

|  |  |
| --- | --- |
| **Speech Therapist Signature:** | **Date:** |
| **Evaluator Signature:** | **Date:** |

Original-Evaluator’sFiles Copy- SpeechTherapist

þÿPRE-OBSERVATION DOCUMENT

|  |  |
| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |
| **Observer** |  |
| **Date of Observation** |  |

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

(TeacherSignature) (Evaluator Signature) (Date) (Date)

#### ELIZABETHTOWN INDEPENDENT SCHOOLS

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Observation Notes

|  |  |  |
| --- | --- | --- |
| **Teacher Name:** |  | **Physical Classroom Layout:** |
| **Date:** |  |  |
| **Beginning Time:** |  |
| **Ending Time:** |  |
| **Number of Students:** |  |
| **Other General Information:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Observed Behaviors** | | **Actions and Statements/Questions by Teacher and Students** | **Domain &Component** |
| **Teacher** | **Student** |
|  |  |  |  |  |

Page: /

**Elizabethtown Independent Schools**

Domain1 & 4 Conference Form

|  |  |
| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |
| **Evaluator** |  |
| **Date(s) of Conference** | Mini Mini Full |

***Evaluator’s Formative Rating:*** *Teachers may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | | | | | **Domain 4: Professionalism** | **Rating:** | | | | |
| A: Demonstrating Knowledge of Content and Pedagogy  G. Knowledge of Content andthe Structure of theDiscipline   1. Knowledge of Prerequisite Relationships 2. Knowledge of Content-Related Pedagogy | **I** | **D** | **A** | **E** | **NA** | A. Reflecting on Teaching   1. Accuracy 2. Use in FutureTeaching | **I** | **D** | **A** | **E** | **NA** |
| B: Demonstrating Knowledge of Students  H. Knowledge of Child and Adolescent Development  ii. Knowledge of the Learning Process  I. Knowledge of Students’Skills,  Knowledge, and Language Proficiency   1. Knowledge of Students’ Interests and CulturalHeritage 2. Knowledge of Students’ SpecialNeeds | **I** | **D** | **A** | **E** | **NA** | B. Maintaining Accurate Records   1. Student Completion ofAssignments 2. Student Progress inLearning 3. Non-InstructionalRecords | **I** | **D** | **A** | **E** | **NA** |
| C. Selecting Instructional Outcomes   1. Value, Sequence, andAlignment 2. Clarity   J. Balance  iv. Suitability for Diverse Learners | **I** | **D** | **A** | **E** | **NA** | C. Communicating with Families   1. Information About the InstructionalProgram 2. Information About IndividualStudents   K. Engagement of Families in theInstructional Program | **I** | **D** | **A** | **E** | **NA** |
| D. Demonstrating Knowledge of Resources   1. Resources for ClassroomUse 2. Resources to Extend Content Knowledge andPedagogy 3. Resources forStudents | **I** | **D** | **A** | **E** | **NA** | D. Participating in a Professional Community   1. Relationships withColleagues 2. Involvement in a Culture of Professional Inquiry   L. Service to theSchool  iv. Participation in School and District Projects | **I** | **D** | **A** | **E** | **NA** |
| E. Designing Coherent Instruction   1. LearningActivities 2. Instructional Materials andResources   M. Instructional Groups  iv. Lesson and Unit Structure | **I** | **D** | **A** | **E** | **NA** | 1. Growing and DevelopingProfessionally    1. Enhancement of Content Knowledge and PedagogicalSkill   N. Receptivity to Feedback fromColleagues  iii. Service to the Profession | **I** | **D** | **A** | **E** | **NA** |
| F. Designing Student Assessment   1. Congruence withInstructional Outcomes 2. Criteria andStandards   O. Design of FormativeAssessments  iv. Use for Planning | **I** | **D** | **A** | **E** | **NA** | 1. DemonstratingProfessionalism    1. Integrity and EthicalConduct    2. Service toStudents   P. Advocacy  iv. Decision Making Compliance with School and District Regulations | **I** | **D** | **A** | **E** | **NA** |

Optional: Additional Notes and Comments Domain1:

**Domain 4:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher’s Signature\* |  | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating. The teacher may submit a response in writing to all ratings by the evaluator.  A copy of the completed form must be provided to the teacher. | | | | | | |

Elizabethtown Independent Schools

Domain 1 & 4 Conference Form

|  |  |
| --- | --- |
| **Counselor** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |
| **Evaluator** |  |
| **Date(s) of Conference** |  |

***Evaluator’s Formative Rating:*** *Counselors may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | | | | | **Domain 4: Professionalism** | **Rating:** | | | | |
| A: *Demonstrating Knowledge of counseling theory andtechniques*  -Counselor demonstrates understandingof counseling theory andtechniques | **I** | **D** | **A** | **E** | **NA** | A. *Reflecting on Practice*  -Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved. | **I** | **D** | **A** | **E** | **NA** |
| B: *Demonstrating Knowledge of child and adolescent development*  -Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns. | **I** | **D** | **A** | **E** | **NA** | B. *Maintaining records and submitting them in a timely fashion*  -Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner. | **I** | **D** | **A** | **E** | **NA** |
| C*. Establishing goals for the counseling program appropriate to the setting and the students served*  -Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. | **I** | **D** | **A** | **E** | **NA** | C. *Communicating with Families*  -Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students | **I** | **D** | **A** | **E** | **NA** |
| D. –*Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district* – Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school. | **I** | **D** | **A** | **E** | **NA** | D. *Participating in a Professional Community*  -Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | **I** | **D** | **A** | **E** | **NA** |
| E. *Plan in the counseling program integrated with the regular school program*  - Counselor has developed a plan that includes the important aspects of counseling in the setting. | **I** | **D** | **A** | **E** | **NA** | E. *Growing and Developing Professionally*  -Counselor seeks out opportunities forprofessional development based on an individual assessment of need. | **I** | **D** | **A** | **E** | **NA** |
| F. *Developing a plan to evaluate the counseling program*  -Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | **I** | **D** | **A** | **E** | **NA** | F. *Demonstrating Professionalism*  -Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed. | **I** | **D** | **A** | **E** | **NA** |

Optional: Additional Notes and Comments Domain1:

**Domain 4:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Counselor’s Signature\* |  | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating. The counselor may submit a response in writing to all ratings by the evaluator.  A copy of the completed form must be provided to the teacher. | | | | | | |

**Elizabethtown Independent Schools**

Domain 1 & 4 Conference Form

|  |  |
| --- | --- |
| **Media Specialist** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |
| **Evaluator** |  |
| **Date(s) of Conference** |  |

***Evaluator’s Formative Rating:*** *Media Specialists may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | | | | | **Domain 4: Professionalism** | **Rating:** | | | | |
| A. *Demonstrating Knowledge of Content Curriculum and Process*  -Knowledge of curriculum  -Knowledge of information, media, and digital literacy  -Knowledge of the research process | **I** | **D** | **A** | **E** | **NA** | *Q. Reflecting onPractice*  Reflection Vision Change | **I** | **D** | **A** | **E** | **NA** |
| B. *Demonstrating Knowledge of Students*  - Knowledge of child and adolescent development  -Knowledge of the learning process - Knowledge of students’ skills and – knowledge and language proficiency -  Knowledge of students’ interests and cultural heritage  -Knowledge of students’ special needs | **I** | **D** | **A** | **E** | **NA** | B. *Maintaining Accurate Records*  -Catalog  -Circulation  -Statistics  -Inventory  -Using Data | **I** | **D** | **A** | **E** | **NA** |
| C*. Supporting instructional Goals*  -Instructional resources and technology - Instructional services | **I** | **D** | **A** | **E** | **NA** | C. *Communicating with School Staff and Community*  -Information about the library program  -Advocacy | **I** | **D** | **A** | **E** | **NA** |
| D. –*Demonstrating knowledge and Use of Resources*  -Instructional materials and resources - Search strategies | **I** | **D** | **A** | **E** | **NA** | D. *Participating in a Professional Community*  Service to the School  Participation in school and district projects Involvement in a culture of professional inquiry Relationship with colleagues | **I** | **D** | **A** | **E** | **NA** |
| *R. Demonstrating a Knowledge of Literature and LifelongLearning*  Children’s and young adult literature Reading promotion | **I** | **D** | **A** | **E** | **NA** | *S. Growing and Developing Professionally* Enhancement of professional knowledge Receptivity to feedback fromcolleagues  Service to the profession | **I** | **D** | **A** | **E** | **NA** |
| F. *Collaborating in the Design of Instructional Experiences*  -Collaborative skills  -Instructional materials and resources - Research process  -Information, media, digital and technology literacy | **I** | **D** | **A** | **E** | **NA** | *T. Collection Development andMaintenance*  Assessment Selection/ Weeding | **I** | **D** | **A** | **E** | **NA** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No sub-domain |  |  |  |  |  | G. *Managing the Library Budget*  -Data drivendecisions  -Budgetdevelopment  -Record keeping | **I** | **D** | **A** | **E** | **NA** |
| No sub-domain |  |  |  |  |  | H. Managing Personnel  -Motivating leadership  -Delegating responsibility  -Training  -Supervision  -Evaluation | **I** | **D** | **A** | **E** | **NA** |
| No sub-domain |  |  |  |  |  | I. Professional Ethics  -Motivating leadership  -Delegating responsibility  -Training  -Supervision  -Evaluation | **I** | **D** | **A** | **E** | **NA** |

**Optional: Additional Notes and Comments Domain1:**

**Domain 4:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Media Specialist’s Signature\* |  | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating. The Media Specialist may submit a response in writing to all ratings by the evaluator.  A copy of the completed form must be provided to the teacher. | | | | | | |

## Elizabethtown Independent Schools

Domain 1 & 4 Conference Form

|  |  |
| --- | --- |
| **Speech Therapist** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |
| **Evaluator** |  |
| **Date(s) of Conference** |  |

***Evaluator’s Formative Rating:*** *Speech Therapist may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | | | | | **Domain 4: Professionalism** | **Rating:** | | | | |
| A: *Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license*  -Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license | **I** | **D** | **A** | **E** | **NA** | A. *Reflecting on Practice*  -Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | **I** | **D** | **A** | **E** | **NA** |
| B: *Establishing goals for the therapy program appropriate to the setting and the students served*  -Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and age of the students | **I** | **D** | **A** | **E** | **NA** | B. *Collaborating with teachers and administrators*  -Specialist initiates contact with teachers and administrators to confer regarding individual cases | **I** | **D** | **A** | **E** | **NA** |
| C*. Demonstrating knowledge of District state and federal regulations and guidelines*  - Specialist demonstrates thorough knowledge of special education laws and procedure | **I** | **D** | **A** | **E** | **NA** | C. *Maintaining an effective data management system*  -Specialist has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed. | **I** | **D** | **A** | **E** | **NA** |
| D. -*Demonstrating knowledge of resources both within and beyond the school and district*  - Specialist demonstrates thorough knowledge of resources for students available through the school or districtand some familiarity with resources outside thedistrict | **I** | **D** | **A** | **E** | **NA** | D. *Participating in a Professional Community*  - Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | **I** | **D** | **A** | **E** | **NA** |
| E. *Planning the therapy program integrated with the regular schoolprogram to meet the needs of individualstudents*  - Specialist has developed a plan that includes the important aspects of work in the setting | **I** | **D** | **A** | **E** | **NA** | *E. Engaging and professional development*  -Specialist seeks out opportunities for professional development based on an individual assessment of need. | **I** | **D** | **A** | **E** | **NA** |
| F. *Developing a plan to evaluate the therapy program*  -Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met | **I** | **D** | **A** | **E** | **NA** | F. *Showing professionalism including integrity advocacy and maintaining confidentiality*  -Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | **I** | **D** | **A** | **E** | **NA** |

Optional: Additional Notes and Comments Domain1:

**Domain 4:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Speech Therapist’s Signature\* |  | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating. The therapist may submit a response in writing to all ratings by the evaluator.  A copy of the completed form must be provided to the teacher. | | | | | | |

ELIZABETHTOWN INDEPENDENT SCHOOLS

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Other Professional’s Pre-Observation Document

|  |  |
| --- | --- |
| **Other Professional** |  |
| **School** |  |
| **Position** |  |
| **Observer** |  |
| **Date of Observation** |  |

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

(OtherProfessional’sSignature) (Evaluator’sSignature)

(Date) (Date)

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. (Text boxes expand to accommodate multiple evidence examples.)

**Guidance Counselor:** Click here toentertext. **School:** Click here to entertext.

**Evaluator:** Click here toentertext. **Date:** Click here to entertext.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Rating:** | | | | **Evidence:** |
| *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 the counseling program appropriate to the setting and the students served | I | D | A | E |  |
| *1D -* Demonstrating knowledge of state and federal  regulations and of resources both within and beyond the school and district | I | D | A | E |  |
| *1E -* Plan in the counseling program integrated with the regular school program | I | D | A | E |  |
| *1F -* Developing a plan to evaluate the counseling program | I | D | A | E |  |
| *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 throughout the school | I | D | A | E |  |
| *2E -* Organizing physical space | I | D | A | E |  |
| *3A -* Assessing student needs | I | D | A | E |  |
| *3B -* Assisting students and teachers in the  formulation of academic personal social and career plans based on knowledge of student needs | I | D | A | E |  |
| *3C -* Using counseling text makes an individual and classroom programs | I | D | A | E |  |
| *3D -* Brokering resources to meet needs | I | D | A | E |  |
| *3E -* Demonstrating flexibility and responsiveness | I | D | A | E |  |
| *4A -* Reflecting on practice | I | D | A | E |  |
| *4B -* Maintaining records and submitting them in a timely fashion | 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 |  |

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. (Text boxes expand to accommodate multiple evidence examples.)

**Library Media Specialist:** Click here toentertext. **School:** Click here to entertext.

**Evaluator:** Click here toentertext. **Date:** Click here to entertext.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Rating:** | | | | **Evidence:** |
| *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 a Knowledge of Literature and Lifelong Learning | I | D | A | E |  |
| *1F -* Collaborating in the Design of Instructional Experiences | I | D | A | E |  |
| *2A-* Creating an environment of respect and rapport | I | D | A | E |  |
| *2B -* Establishing a Culture for Learning | I | D | A | E |  |
| *2C -* Managing Library Procedures | I | D | A | E |  |
| *2D -* Managing student behavior | I | D | A | E |  |
| *2E -* Organizing physical space | I | D | A | E |  |
| *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 (whole class, one-on- one and small group | I | D | A | E |  |
| *3E -* Demonstrating Flexibility and Responsiveness | I | D | A | E |  |
| *4A -* Reflecting on Practice | I | D | A | E |  |
| *4B -* Maintaining Accurate Records | I | D | A | E |  |
| *4C -* Communicating 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 the Library Budget | I | D | A | E |  |
| *4H*- Managing Personnel | I | D | A | E |  |
| *4I-* Professional ethics | I | D | A | E |  |

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. (Text boxes expand to accommodate multiple evidence examples.)

**Speech Therapist:** Click here toentertext. **School:** Click here to entertext.

**Evaluator:** Click here toentertext. **Date:** Click here to entertext.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Rating:** | | | | **Evidence:** |
| ***1A -*** Demonstrating knowledge and skill in the specialist therapy area holding the relevant  certificate or license | I | D | A | E |  |
| ***1B -*** Establishing goals for the therapy program appropriate to the setting and the students served | I | D | A | E |  |
| ***1C-*** Demonstrating knowledge of District state and federal regulations and guidelines | I | D | A | E |  |
| ***1D -***Demonstrating knowledge of resources both within and beyond the school and district | I | D | A | E |  |
| ***1E-*** Planning the therapy program integrated with  the regular school program to meet the needs of individual students | I | D | A | E |  |
| ***1F -*** Developing a plan to evaluate the therapy program | I | D | A | E |  |
| ***2A*** – Establishing rapport with students | I | D | A | E |  |
| ***2B -*** Organizing time effectively | I | D | A | E |  |
| ***2C -*** Establishing and maintaining clear procedures for referrals | I | D | A | E |  |
| ***2D -*** Establishing standards of conduct in the  treatment center | I | D | A | E |  |
| ***2E -*** Organizing physical space for testing of students and providing therapy | I | D | A | E |  |
| ***3A -*** Responding to referrals and evaluating student needs | I | D | A | E |  |
| ***3B -*** Developing and implementing treatment plans to maximize student s success | 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 |  |
| ***4A*** *-* Reflecting on practice | I | D | A | E |  |
| ***4B -*** Collaborating with teachers and  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 -*** Showing professionalism including integrity advocacy and maintaining confidentiality | I | D | A | E |  |

ELIZABETHTOWN INDEPENDENT SCHOOLS

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Post-Observation Conference Form

|  |  |
| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |
| **Evaluator** |  |
| **Date of Observation** | **Date of Conference:** |

*Optional: The following guiding questions may be used to reflect on the lesson that was observed:*

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

***Evaluator’s Formative Observation Rating:*** *Teachers may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed*

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

**Optional: Additional Notes and Comments**

Teacher’sSignature\* Date Evaluator’sSignature Date

\*Denotes sharing of results, not necessarily agreement with the formative rating. The teacher may submit a response in writing to all ratings by the evaluator.

A copy of the completed form must be provided to the teacher.

Guidance Counselor - Post-Observation Conference Form

---**E L I Z A B E T H T O WN I N D E P E N D ENT S C H O O LS**

|  |  |
| --- | --- |
| **Guidance Counselor** |  |
| **School** |  |
| **Grade Level(s)** |  |
| **Evaluator** |  |
| **Date of Observation** | **Date of Conference** |

*Optional: The following guiding questions may be used to reflect on the lesson that was observed:*

|  |  |
| --- | --- |
| In general, how successful was the work conducted during the observation? Was the objective or target successfully accomplished? How do you know, and what will you do if it wasn’t successfully accomplished? | In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one? |
| To what extent did procedures, student conduct, physical space and/or circumstances contribute to or hinder successfully accomplishing the objective or target? | Did you depart from your plan? If so, how and why? |
| If you had an opportunity to conduct this activity or work again, what would you do differently, and why? | What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? |

***Evaluator’s Formative Observation Rating:*** *Other professionals may request that the evaluator provide examples of evidence that were used to support the rating.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 2: The Environment** | **Rating:** | | | | | **Domain 3: Delivery of Service** | **Rating:** | | | | |
| A: Creating an Environment of Respect and Rapport | **I** | **D** | **A** | **E** | **NA** | A: Assessing Student Needs | **I** | **D** | **A** | **E** | **NA** |
| B: Establishing a Culture for Productive Communication | **I** | **D** | **A** | **E** | **NA** | B: Assisting Students and Teachers in Formulation of Academic, Personal, Social and Career Plans | **I** | **D** | **A** | **E** | **NA** |
| C: Managing Routines and Procedures | **I** | **D** | **A** | **E** | **NA** | C: Using Counseling Techniques in Individual and Classroom Programs | **I** | **D** | **A** | **E** | **NA** |
| D: Establishing Standards of Conduct and Contributing to Culture for Student Behavior Throughout the School | **I** | **D** | **A** | **E** | **NA** | D: Brokering Resources to Meet Needs | **I** | **D** | **A** | **E** | **NA** |
| E: Organizing Physical Space | **I** | **D** | **A** | **E** | **NA** | E: Demonstrating Flexibility and Responsiveness | **I** | **D** | **A** | **E** | **NA** |

|  |  |  |
| --- | --- | --- |
| **Optional: Additional Notes and Comment** | **s** |  |
|  |  |  |

GuidanceCounselor’sSignature\* Date Evaluator’sSignature Date

\*Denotes sharing of results, not necessarily agreement with the formative rating. The counselor may submit a response in writing to all ratings by the evaluator.

A copy of the completed form must be provided to the guidance counselor.

Library Media Specialist - Post-Observation Conference Form

### ---E L I Z A B E T H T O WN I N D E P E N D ENT S C H O O LS

|  |  |
| --- | --- |
| **Library Media Specialist** |  |
| **School** |  |
| **Grade Level(s)** |  |
| **Evaluator** |  |
| **Date of Observation** | **Date of Conference** |

*Optional: The following guiding questions may be used to reflect on the lesson that was observed:*

|  |  |
| --- | --- |
| In general, how successful was the work conducted during the observation? Was the objective or target successfully accomplished?  How do you know, and what will you do if it wasn’t successfully accomplished? | In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one? |
| To what extent did procedures, student conduct, physical space and/or circumstances contribute to or hinder successfully accomplishing the objective or target? | Did you depart from your plan? If so, how and why? |
| If you had an opportunity to conduct this activity or work again, what would you do differently, and why? | What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? |

***Evaluator’s Formative Observation Rating:*** *Other professionals may request that the evaluator provide examples of evidence that were used to support the rating.*

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

**Optional: Additional Notes and Comments**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Library Media Specialist’s Signature\* |  | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating. The library media specialist may submit a response in writing to all ratings by the evaluator. | | | | | | |

A copy of the completed form must be provided to the library media specialist.

Speech Therapist - Post-Observation Conference Form

### ---E L I Z A B E T H T O WN I N D E P E N D ENT S C H O O LS

|  |  |
| --- | --- |
| **Speech Therapist** |  |
| **School** |  |
| **Grade Level(s)** |  |
| **Evaluator** |  |
| **Date of Observation** | **Date of Conference** |

*Optional: The following guiding questions may be used to reflect on the lesson that was observed:*

|  |  |
| --- | --- |
| In general, how successful was the work conducted during the observation? Was the objective or target successfully accomplished?  How do you know, and what will you do if it wasn’t successfully accomplished? | In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one? |
| To what extent did procedures, student conduct, physical space and/or circumstances contribute to or hinder successfully accomplishing the objective or target? | Did you depart from your plan? If so, how and why? |
| If you had an opportunity to conduct this activity or work again, what would you do differently, and why? | What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? |

***Evaluator’s Formative Observation Rating:*** *Other professionals may request that the evaluator provide examples of evidence that were used to support the rating.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 2: The Environment** | **Rating:** | | | | | **Domain 3: Delivery of Service** | **Rating:** | | | | |
| A: Establishing Rapport with Students | **I** | **D** | **A** | **E** | **NA** | A: Responding to Referrals and Evaluating Student Needs | **I** | **D** | **A** | **E** | **NA** |
| B: Organizing Time Effectively | **I** | **D** | **A** | **E** | **NA** | B: Developing and Implementing Treatment Plans | **I** | **D** | **A** | **E** | **NA** |
| C: Establishing and Maintaining Clear Referral Procedures | **I** | **D** | **A** | **E** | **NA** | C: Communicating with Families | **I** | **D** | **A** | **E** | **NA** |
| D: Establishing Standards of Conduct in Treatment Center | **I** | **D** | **A** | **E** | **NA** | D: Collecting Information; Writing Reports | **I** | **D** | **A** | **E** | **NA** |
| E: Organizing Physical Space | **I** | **D** | **A** | **E** | **NA** | E: Demonstrating Flexibility and Responsiveness | **I** | **D** | **A** | **E** | **NA** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Optional: Additional Notes and Comment** | **s** |  |  |  |  |
|  |  |  |  |  |  |
| Speech Therapist’s Signature\* | Date |  | Evaluator’s Signature |  | Date |
| \*Denotes sharing of results, not necessarily agreement with the formative rating. The speech therapist may submit a response in writing to all ratings by the evaluator. | | | | | |

A copy of the completed form must be provided to the speech therapist

###### Elizabethtown Independent Schools SUMMATIVE EVALUATION FOR TEACHERS

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

Teacher Grade/ContentArea

Evaluator Position

School

Date(s)ofObservation(s) 1st

Date(s)ofConference(s) 1st

2nd

2nd

3rd

3rd

4th

4th

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Instruction**  **Domain 3:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| * 1. – Communicating withStudents   2. – Using Questioning and DiscussionTechniques   3. – Engaging Students inLearning   4. – Using Assessment inInstruction   5. – Demonstrating Flexibility andResponsiveness |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Professionalism**  **Domain 4:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| * 1. – Reflecting onTeaching   2. – Maintaining AccurateRecords   3. – Communicating withFamilies   4. – Participating in a ProfessionalCommunity   5. – Growing and DevelopingProfessionally   6. – DemonstratingProfessionalism |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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| --- | --- | --- | --- | --- |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Practice**  (Indicate the teacher’s performance measure based on domains in the Framework for Teaching.) | | | | | |
| **Performance Measure: Planning**  **Domain 1:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |  |
| * 1. – Demonstrating Knowledge of Content andPedagogy   2. – Demonstrating Knowledge ofStudents   3. – Selecting InstructionalOutcomes   4. – Demonstrating Knowledge ofResources   1. E – Designing Coherent Instruction  1.F – Designing Student Assessment |  |  |  |  |
|  | | | | | |
| **Performance Measure: Environment**  **Domain 2:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |  |
| * 1. – Creating an Environment of Respect andRapport   2. – Establishing a Culture forLearning   3. – Managing ClassroomProcedures   4. – Managing StudentBehavior   5. – Organizing PhysicalSpace |  |  |  |  |
| Comments Regarding Professional Practice (Optional):  \_  \_  \_  \_  **Ineffective Developing Accomplished Exemplary**  **Summative Rating** | | | | | |

###### SUMMATIVE EVALUATION FOR TEACHERS

(Page 2)

**Professional Growth Plan**

Indicate the type of Professional Growth Plan the other professional will have following this evaluation.

|  |  |  |
| --- | --- | --- |
| **Professional Growth Plan and Length of Next Evaluation Cycle**  *(This will be applicable only if the other professional’s contract is renewed.)* | | |
| ***Length of Evaluation Cycle/Type of Professional Growth Plan*** | | ***Description of Professional Growth Plan*** |
|  | Non-Tenured Teacher | **One-year evaluation cycle and professional growth plan.** |
|  | Three-Year Cycle/Self-Directed Growth Plan | **Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.** |
|  | One-Year Cycle/Directed Growth Plan | **Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at end of plan.** |
|  | Up to 12-Month Improvement Plan | **Goal determined by evaluator; focus on low performance area(s); summative at end of plan.** |

Evaluatee’sComments:

Evaluator’sComments:

Evaluatee:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator:

Signature Date

*Meeting conditions for re-employment does not ensure continued employment.*

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluation plan.*

###### Elizabethtown Independent Schools

**SUMMATIVE EVALUATION FOR GUIDANCE COUNSELORS**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

GuidanceCounselor Grades

Evaluator Position

School

Date(s)ofObservation(s) 1st 2nd

Date(s)ofConference(s) 1st 2nd

3rd

3rd

4th

4th

Comments Regarding Professional Practice(Optional):

**Professional Practice**

(Indicate the other professional’s level of professional practice for each domain within the Other Professional’s Framework.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Performance Measure: Planning Domain 1:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 1A – Demonstrate Knowledge of Counseling Theory& Techniques 1B – Demonstrating Knowledge of Human Development 1C – Establishing Goals for CounselingProgram  1D - Demonstrating Knowledge of Regs andResources 1E – Planning an Integrated CounselingProgram  1F – Developing a Plan to Evaluate the Counseling Program | | | | | |
|  | | | | | |
|  | **Performance Measure: Environment Domain 2:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 2A – Creating an Environment of Respect and Rapport  2B – Establishing a Culture for Productive Communication 2C – Managing Routines and Procedures  2D – Establishing Standards of Conduct and Contributing | | | | | |
|  | to Culture for Student Behavior Throughout the School |  |  |  |  |
|  | 2E - Organizing Physical Space |  |  |  |  |
|  |  |  |  |  |  |
|  | **Performance Measure: Instruction Domain 3:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  | 3A – Assessing Student Needs  3B – Assisting Students and Teachers in Formulation of Academic, Personal, Social and Career Plans  3C – Using Counseling Techniques in Individual and |  |  |  |  |
|  | Classroom Programs  3D – Brokering Resources to Meet Needs  3E - Demonstrating Flexibility and Responsiveness |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Professionalism Domain 4:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 4A - Reflecting on Practice  4B – Maintaining Records & Submitting Them in Timely Fashion  4C – Communicating WithFamilies  4D - Participating in a Professional Community 4E – Engaging in Professional Development 4F - DemonstratingProfessionalism |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Overall Rating of Professional Practice** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

###### SUMMATIVE EVALUATION FOR GUIDANCE COUNSELORS

(Page 2)

**Professional Growth Plan**

Indicate the type of Professional Growth Plan the other professional will have following this evaluation.

|  |  |  |
| --- | --- | --- |
| **Professional Growth Plan and Length of Next Evaluation Cycle**  *(This will be applicable only if the other professional’s contract is renewed.)* | | |
| ***Length of Evaluation Cycle/Type of Professional Growth Plan*** | | ***Description of Professional Growth Plan*** |
|  | Non-Tenured Other Professional | **One-year evaluation cycle and professional growth plan.** |
|  | Three-Year Cycle/Self-Directed Growth Plan | **Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.** |
|  | One-Year Cycle/Directed Growth Plan | **Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at end of plan.** |
|  | Up to 12-Month Improvement Plan | **Goal determined by evaluator; focus on low performance area(s); summative at end of plan.** |

Evaluatee’sComments:

Evaluator’sComments:

Evaluatee:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator:

Signature Date

*Meeting conditions for re-employment does not ensure continued employment.*

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluation plan.*

###### Elizabethtown Independent Schools

**SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALISTS**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

LibraryMediaSpecialist Grade/ContentArea

Evaluator Position

School

Date(s)ofObservation(s) 1st

Date(s)ofConference(s) 1st

2nd

2nd

3rd

3rd

4th

4th

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Instruction**  **Domain 3:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 3A – Communicating Clearly and Accurately  3B – Using Questioning and Research Techniques 3C – Engaging Students in Learning  3D – Assessment in Instruction  3E - Demonstrating Flexibility and Responsiveness |  |  |  |  |

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| **Performance Measure: Professionalism**  **Domain 4:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 4A - Reflecting on Practice  4B – Maintaining Accurate Records  4C – Communicating with School Staff and Community 4D - Participating in a ProfessionalCommunity  4E – Growing and Developing Professionally 4F – Collection Development andMaintenance |  |  |  |  |

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| **Professional Practice**  (Indicate the other professional’s performance measure within the Other Professional’s Framework.) | | | | | |
| **Performance Measure: Planning Domain 1:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |  |
| 1A - Demonstrating Knowledge, Content, Curriculum, & Process  1B – Demonstrating Knowledge of Students 1C – Supporting Instructional Goals  1D - Demonstrating Knowledge and Use of Resources  1E – Demonstrating Knowledge of Literature & Lifelong Learning  1F – Collaborating in the Design of Instructional Experiences |  |  |  |  |
|  | | | | | |
| **Performance Measure: Environment**  **Domain 2:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |  |
| 2A – Creating an Environment of Respect and Rapport 2B – Establishing a Culture for Learning  2C – Managing Library Procedures  2D – Managing Student Behavior 2E - Organizing Physical Space |  |  |  |  |
| Comments Regarding Professional Practice (Optional):  \_  \_  \_  \_  \_  \_  \_  **Ineffective Developing Accomplished Exemplary**  **Summative Rating** | | | | | |

###### SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALISTS

(Page 2)

**Professional Growth Plan**

Indicate the type of Professional Growth Plan the other professional will have following this evaluation.

|  |  |  |
| --- | --- | --- |
| **Professional Growth Plan and Length of Next Evaluation Cycle**  *(This will be applicable only if the other professional’s contract is renewed.)* | | |
| ***Length of Evaluation Cycle/Type of Professional Growth Plan*** | | ***Description of Professional Growth Plan*** |
|  | Non-Tenured Other Professional | **One-year evaluation cycle and professional growth plan.** |
|  | Three-Year Cycle/Self-Directed Growth Plan | **Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.** |
|  | One-Year Cycle/Directed Growth Plan | **Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at end of plan.** |
|  | Up to 12-Month Improvement Plan | **Goal determined by evaluator; focus on low performance area(s); summative at end of plan.** |

Evaluatee’sComments:

Evaluator’sComments:

Evaluatee:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator:

Signature Date

*Meeting conditions for re-employment does not ensure continued employment.*

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluation plan.*

###### Elizabethtown Independent Schools SUMMATIVE EVALUATION FOR SPEECH THERAPISTS

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

SpeechTherapist Grade/ContentArea

Evaluator Position

School

Date(s)ofObservation(s) 1st

Date(s)ofConference(s) 1st

2nd

2nd

3rd

3rd

4th

4th

##### Professional Practice

(Indicate the other professional’s performance measure within the Other Professional’s Framework.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Planning Domain 1:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 1A - Demonstrating Knowledge and Skill in Therapy Area 1B – Establishing Goals for the Therapy Program  1C – Demonstrating Knowledge of Regs and Guidelines 1D - Demonstrating Knowledge ofResources  1E – Planning an Integrated TherapyProgram |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Performance Measure: Environment Domain 2:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 2A – Establishing Rapport with Students 2B – Organizing Time Effectively  2C – Establishing & Maintaining Clear Referral Procedures 2D – Establishing Standards of Conduct in Treatment Center  2E - Organizing Physical Space |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Instruction**  **Domain 3:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 3A – Responding to Referrals and Evaluating Student Needs  3B – Developing and Implementing Treatment Plans 3C – Communicating with Families  3D – Collecting Information; Writing Reports  3E - Demonstrating Flexibility and Responsiveness |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Performance Measure: Professionalism Domain 4:** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| 4A - Reflecting on Practice  4B – Collaborating with Teachers and Administrators 4C – Maintaining Effective Data ManagementSystem 4D - Participating in a ProfessionalCommunity  4E – Engaging in Professional Development 4F - Demonstrating Professionalism |  |  |  |  |

Comments Regarding Professional Practice (Optional):

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| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

###### SUMMATIVE EVALUATION FOR SPEECH THERAPISTS

(Page 2)

**Professional Growth Plan**

Indicate the type of Professional Growth Plan the other professional will have following this evaluation.

|  |  |  |
| --- | --- | --- |
| **Professional Growth Plan and Length of Next Evaluation Cycle**  *(This will be applicable only if the other professional’s contract is renewed.)* | | |
| ***Length of Evaluation Cycle/Type of Professional Growth Plan*** | | ***Description of Professional Growth Plan*** |
|  | Non-Tenured Other Professional | **One-year evaluation cycle and professional growth plan.** |
|  | Three-Year Cycle/Self-Directed Growth Plan | **Goals set by educator with evaluator input; plan activities are teacher directed and implemented with colleagues; formative review annually.** |
|  | One-Year Cycle/Directed Growth Plan | **Goal determined by evaluator; goals focus on low performance or outcomes; plan activities designed by evaluator with educator input; formative review at mid-point of year; summative at end of plan.** |
|  | Up to 12-Month Improvement Plan | **Goal determined by evaluator; focus on low performance area(s); summative at end of plan.** |

Evaluatee’sComments:

Evaluator’sComments:

Evaluatee:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator:

Signature Date

*Meeting conditions for re-employment does not ensure continued employment.*

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluation plan.*

## PRINCIPAL and ASSISTANT PRINCIPAL

## Professional Standards for Educational Leaders

Clearly defined professional responsibilities for principals and assistant principals constitute the foundation for this component of the Certified Evaluation Plan. Performance standards define the criteria expected when principals and assistant principals perform their major duties. For all principals and assistant principals, there are ten standards that guide their performance. Each source of evidence that comprises the Certified Evaluation Plan for principals and assistant principals is aligned to and anchored by these standards. Principals and assistant principals will receive their summative rating based on the performance measures that reflect the standards.

The Kentucky Professional Standards for Educational Leaders Guidance for Growth and Evaluation will be consulted in determining performance levels of the standards based on critical attributes, and possible examples provided in the KY PSEL Guidance for Growth and Evaluation document. This document is a guideline and not an exhaustive list of examples nor is the document intended to be used as a checklist.





**Elizabethtown Independent Schools**

**(Principal and Assistant Principal Form)**

**Reflective Practice and Professional Growth Planning Template**

|  |  |
| --- | --- |
| **Principal or**  **Assistant Principal** |  |
| **School** |  |

**Part A: Reflection on the Principal Standards**

*Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Strengths and areas for growth** |
| **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.* | I | D | A | E |  |
| 2: **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 |  |
| **3: Equity 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 |  |
| **4: Curriculum, Instruction, and 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 |  |
| **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.* | I | D | A | E |  |
| **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.* | I | D | A | E |  |
| **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.* | I | D | A | E |  |
| **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.* | I | D | A | E |  |
| **9: 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 |  |
| **10: 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 |  |

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.

##### Part B: Data Reflection

Other Survey

Working Conditions Survey

**Survey Results**

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

What elements of the school’s climate/culture need additional review, attention, and/or improvement?

List factors that might have influenced the results.

##### Part B: Data Reflection (cont.)

**Other Data**

Student Achievement Data

Non-Academic Data

CSIP

DistrictStrategicPlan Other

|  |  |
| --- | --- |
| **Data Selected and**  **Results** | **Plans** |
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##### Part C: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

*Based on the areas of growth identified in Self-Reflection and Part B.*

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectively impact studentlearning?** * **How can I develop a plan of action to address my professionallearning?** * **How will I know if I accomplished myobjective?** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Connection to Standards** | | | |
| The Principal/Assistant Principal should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or role that will effectively impact student learning?  What is my personal learning  necessary to make that change? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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? |
|  |  |  |  |

|  |  |
| --- | --- |
| **Principal/Assistant Principal’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form. A copy will be provided to the principal or assistant principal.***

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## Elizabethtown Independent Schools

### Site VisitForm:

**(Name of School)**

### Date of SiteVisit:

**Evaluator:**

**Principal:**

**Date of Site VisitConference:**

Evaluator’sSignature \_ Principal’sSignature \_

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the principal. The evaluator will keep the original copy of the form.)*

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| --- |
| **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.*  Effective leaders:   1. Develop an educational mission for the school to promote the academic success and well-being of each student. 2. 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. 3. 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. 4. Strategically develop, implement, and evaluate actions to achieve the vision for the school. 5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the schooland changing needs and situations of students. 6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. 7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |
| **STANDARD 2. ETHICS AND PROFESSIONAL NORMS**  *Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-*  *being.*  Effective leaders:   1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership. 2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. 3. Place children at the center of education and accept responsibility for each student’s academic success and well-being. 4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. 5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. 6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

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| --- |
| **STANDARD 3. EQUITY 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.*  Effective leaders:   1. Build and maintain a safe, caring, and healthy school environment that meets that theacademic, social, emotional, and physical needs of each student. 2. Create and sustain a school environment in which each student is known, acceptedand valued, trusted and respected, cared for, and encouraged to be an active andresponsible member of the school community. 3. Provide coherent systems of academic and social supports, services, extracurricularactivities, and accommodations to meet the range of learning needs of each student. 4. Promote adult-student, student-peer, and school-community relationships that valueand support academic learning and positive social and emotional development. 5. Cultivate and reinforce student engagement in school and positive student conduct. 6. Infuse the school’s learning environment with the cultures and languages of theschool’s community   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

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| **STANDARD 4. CURRICULUM, INSTRUCTION, AND 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.*  Effective leaders:   1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. 5. Promote the effective use of technology in the service of teaching and learning. 6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

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| **STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENT**  *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*  Effective leaders:   1. Build and maintain a safe, caring, and healthy school environment that meets that theacademic, social, emotional, and physical needs of each student. 2. Create and sustain a school environment in which each student is known, acceptedand valued, trusted and respected, cared for, and encouraged to be an active andresponsible member of the school community. 3. Provide coherent systems of academic and social supports, services, extracurricularactivities, and accommodations to meet the range of learning needs of each student. 4. Promote adult-student, student-peer, and school-community relationships that valueand support academic learning and positive social and emotional development. 5. Cultivate and reinforce student engagement in school and positive student conduct. 6. Infuse the school’s learning environment with the cultures and languages of theschool’s community   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

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| --- |
| **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.*  Effective leaders:   1. Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty. 2. Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. 3. Develops teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. 4. Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. 5. Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice. 6. Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement. 7. Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. 8. Promotes the personal and professional health, well-being, and work-life balance of faculty and staff. 9. Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

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| **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.*  Effective leaders:   1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. 2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. 3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. 4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole. 5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. 6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. 7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. 8. Encourage faculty-initiated improvement of programs and practices.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

|  |
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| **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.*  Effective Leaders:   1. Is approachable, accessible, and welcoming to families and members of the community. 2. Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students. 3. Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. 4. Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school. 5. Creates means for the school community to partner with families to support student learning in and out of school. 6. Understands, values, and employs the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement. 7. Develops and provides the school as a resource for families and the community. 8. Advocates for the school and district and for the importance of education and student needs and priorities to families and the community. 9. Advocates publicly for the needs and priorities of students, families, and the community. 10. Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

|  |  |
| --- | --- |
| **PERFORMANCE STANDARD 9: OPERATIONS AND MANAGEMENT**  *Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.*  Effective leaders:   1. Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school. 2. Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs. 3. Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. 4. Is a responsible, ethical, and accountable steward of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. 5. Protects teachers’ and other staff members’ work and learning from disruption. 6. Employs technology to improve the quality and efficiency of operations and management. 7. Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement. 8. Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. 9. Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. 10. Develops and manages productive relationships with the central office and the school board. 11. Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. 12. Manages governance processes and internal and external politics toward achieving the school’s mission and vision.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** | |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |  |
| **Evaluator’s Feedback:** | |

|  |
| --- |
| **STANDARD 10: SCHOOL IMPROVEMENT**  *Effective educational leaders act as agents of continuous improvement to promote each student’s academic*  *success and well-being.*  Effective leaders:   1. Seeks to make school more effective for each student, teachers and staff, families, and the community. 2. Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. 3. Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement. 4. Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. 5. Employs situationally- appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. 6. Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement. 7. Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. 8. Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services. 9. Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. 10. Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.   ***\*Consult the KY PSEL Guidance for Growth and Evaluation*** |
| **Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).** |
| **Evaluator’s Feedback:** |

##### Review of Additional Data Impacting the Principal’s Evaluation

* **Review data from the administration of Working Conditions Survey, if available or applicable.**

**Comments:**

* **Additional Comments(Optional):**
* **Review progress on Professional GrowthPlan:**

**Comments:**

**Elizabethtown Independent Schools**

Assistant Principal Mid-Year Review

**AssistantPrincipal:**

**Date of Mid-YearConference**:

**Review progress on PGP. Comments:**

**Additional Comments (Optional):**

Asst.PrincipalSignature Date EvaluatorSignature Date

Original–Principal/Evaluator Copy – AssistantPrincipal

##### Elizabethtown Independent Schools

**Assistant Principal Summative Evaluation**

**Directions:** This evaluation is completed by the Principal. A Summative Rating is based on evidence collected with regard to the assistant principal’s Professional Practice.

**Assistant Principal** Click here toentertext. **School Year:** Click here toentertext. **School** Click here to entertext.

|  |  |
| --- | --- |
| **Performance Measure: Planning**  Standard 1: Mission, Vision and Core Values | Choose a rating |
| Choose a rating |
| Standard 9: Operations and Management  Standard 10: School Improvement   |  |  | | --- | --- | |  | Choose a rating | | Choose a rating  Choose a rating |
| **Performance Measure: Environment**  Standard 3: Equity and Cultural Responsiveness | Choose a rating |
| Choose a rating |
| Standard 7: Professional Community for Teachers and Staff | Choose a rating |
| **Performance Measure: Instruction**  Standard 4: Curriculum, Instruction and Assessment  Standard 5: Community of Care and Support for Students  Standard 6: Professional Capacity of School Personnel | Choose a rating |
| Choose a rating  Choose a rating  Choose a rating |
| **Performance Measure: Professionalism**  Standard 2: Ethics and Professional Norms  Standard 8: Meaningful Engagement of Families and Community | Choose a rating |
| Choose a rating  Choose a rating |

**Comments Regarding Professional Practice (Optional):**

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##### Elizabethtown Independent Schools

**Assistant Principal Summative Evaluation**

|  |  |
| --- | --- |
| **CRITERIA FOR DETERMINING AN ASSISTANT PRINCIPAL’S OVERALL PERFORMANCE RATING** | |
| **IF…** | **THEN…** |
| Principal or Assistant Principal is rated Exemplary in at least three 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 three of the measures and no measure is rated Ineffective | Summative Rating shall be Accomplished |
| Principal or Assistant Principal is rated Developing in at least three of the standards | Summative Rating shall be Developing |
| Principal or Assistant Principal is rated Ineffective if two or more measures are rated Ineffective | Summative Rating shall be Ineffective |
| If data from a principal or assistant principal’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the professional judgment of the evaluator. | |

**Summative *Rating: Choose an Overall PerformanceCategory***

###### Professional Growth Plan

Indicate the type of Professional Growth Plan the assistant principal will have following this evaluation.

|  |  |  |
| --- | --- | --- |
|  | | |
| **Professional Growth Plan**  *(This will be applicable only if the assistant principal remains in the same role for the following year.)* | | |
| ***Overall Performance Rating*** | | ***Description of Professional Growth Plan*** |
|  | Ineffective | Shall have a minimum of a PGP developed by the Evaluator. |
|  | Developing | Shall have a minimum of a PGP developed by the Evaluator. |
|  | Accomplished | Shall have a minimum of a PGP developed by the Evaluatee. |
|  | Exemplary | Shall have a minimum of a PGP developed by the Evaluatee. |

Additional Comments (Optional):

Evaluator’sName Asst. Principal’sName

Evaluator’sSignature Date

**Elizabethtown Independent Schools**

Asst.Principal’sSignature (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of theform.)

Date

120

Original - Evaluator’s Files

Copy will be provided to the Assistant Principal

Copy will be placed in Assistant Principal’s Personnel File

### Principal Summative Evaluation

**Directions:** This evaluation is completed by the Superintendent/Designee. An Overall Performance Rating is based on evidence collected with regard to the Professional Standards for Educational Leaders.

**Principal** Click here toentertext. **School Year:** Click here toentertext. **School** Click here to entertext.

|  |  |
| --- | --- |
| **Performance Measure: Planning**  Standard 1: Mission, Vision and Core Values | Choose a rating |
| Choose a rating |
| Standard 9: Operations and Management  Standard 10: School Improvement   |  |  | | --- | --- | |  | Choose a rating | | Choose a rating  Choose a rating |
| **Performance Measure: Environment**  Standard 3: Equity and Cultural Responsiveness | Choose a rating |
| Choose a rating |
| Standard 7: Professional Community for Teachers and Staff | Choose a rating |
| **Performance Measure: Instruction**  Standard 4: Curriculum, Instruction and Assessment  Standard 5: Community of Care and Support for Students  Standard 6: Professional Capacity of School Personnel | Choose a rating |
| Choose a rating  Choose a rating  Choose a rating |
| **Performance Measure: Professionalism**  Standard 2: Ethics and Professional Norms  Standard 8: Meaningful Engagement of Families and Community | Choose a rating |
| Choose a rating  Choose a rating |

**Comments Regarding Professional Practice (Optional):**

**Elizabethtown Independent Schools**

**Principal Summative Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | |  |
|  | **CRITERIA FOR DETERMINING A PRINCIPAL’S**  **OVERALL PERFORMANCE RATING** | |  |
| **IF…** | **THEN…** |
| Principal or Assistant Principal is rated Exemplary in at least three of the measures and no measure is rated Developing or Ineffective | Overall Performance Rating shall be Exemplary |
| Principal or Assistant Principal is rated Accomplished in at least three of the measures and no measure is rated Ineffective | Overall Performance Rating shall be Accomplished |
| Principal or Assistant Principal is rated Developing in at least three of the standards | Overall Performance Rating shall be Developing |
| Principal or Assistant Principal is rated Ineffective if two or more measures are rated Ineffective | Overall Performance Rating shall be Ineffective |
| If data from a principal or assistant principal’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the professional judgment of the evaluator. | |

***SummativeRating:*** ***Choose an Overall PerformanceCategory***

**Professional Growth Plan**

Indicate the type of Professional Growth Plan the principal will have following this evaluation.

|  |  |  |
| --- | --- | --- |
|  | | |
| **Professional Growth Plan**  *(This will be applicable only if the principal remains in the same role for the following year.)* | | |
| ***Overall Performance Rating*** | | ***Description of Professional Growth Plan*** |
|  | Ineffective | Shall have a minimum of a PGP developed by the Evaluator. |
|  | Developing | Shall have a minimum of a PGP developed by the Evaluator. |
|  | Accomplished | Shall have a minimum of a PGP developed by the Evaluatee. |
|  | Exemplary | Shall have a minimum of a PGP developed by the Evaluatee. |

Additional Comments (Optional):

Evaluator’sName Principal’sName

Evaluator’sSignature

Date

Principal’sSignature (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of theform.)

Date

Original -Evaluator’sFiles Copy will be provided to thePrincipal Copy will be placed in Principal’s PersonnelFile

**Elizabethtown Independent Schools Principal and Assistant Principal Timeline**

|  |  |
| --- | --- |
| Date | Activity |
| October 31 | PGP is submitted to the evaluator |
| November 15 | Date by which the evaluator must approve the principal or asst. principal’s PGP |
| FallSemester  (*for principalsonly*) | One Site Visit must be conducted. The post-conference will occur within 10 working days of the site visit. |
| December 1 – January 31  *(for assistant principals only)* | Mid-Year Review |
| April 15  (*for principals only*) | The second Site Visit must be conducted by this date. The post- conference will occur within 10working  days of the site visit. |
| May 10 | Date by which the summative evaluation must be completed. |

Elizabethtown Independent Schools

**Altered Principal and Assistant Principal Timeline**

(for Administrators Hired After the Opening of the SchoolYear)

Evaluatee Role/Position

Evaluator Role/Position

The following timeline has been discussed and will be used in the evaluation ofthe administrator forthe\_ schoolyear.

Self Reflection and PGP will be submitted to the evaluator nolaterthan . The evaluator will work with the evaluatee and reach final approval of the Self Reflection and PGP nolaterthan .



Expectations for the completed evaluation plan have been modified asfollows:

(TheevaluatorwillspecifyanymodificationstothestandardCEPforprincipalsandassistantprincipals.)

(Evaluatee) (Date)

(Evaluator) (Date)

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT BEHAVIOR CONSULTANT**

**STANDARD 1: Demonstrates Professional Leadership**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Assumes and completes duties promptly andeffectively.
  2. Demonstrates punctuality and good attendance for allduties.
  3. Adheres to school board policies and administrativeprocedures.
  4. Handles confidential matters or information in a professionalmanner.
  5. Assumes responsibility for assigned elements of the district’s Response to Behaviorprogram.
  6. Adheres to the Professional Code ofEthics.
  7. Builds positive relationships within and between school and community.
  8. Participates in professional organizations andactivities.
  9. Writes and speakseffectively.
  10. Treats people fairly, equitably and with dignity andrespect.
  11. Demonstrates appreciation for and sensitivity to the diversity in the schoolcommunity.

**STANDARD 2: Demonstrates Knowledge of Job Area**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Suggests alternative instructional and behavioral management strategies toteachers.
  2. Identifies appropriate instructional strategies for eachchild/youth.
  3. Demonstratesinstructionalstrategiesand/orbehaviormanagementtechniques,especiallyfornew teachers in thedistrict.
  4. Supportscolleaguesbyservinginrolessuchasmentorand/orcoachintheareasofbehavior Management.
  5. Is knowledgeable of current crisis intervention techniques and provides training forpeers.
  6. Is aware of available communityresources.

**STANDARD 3: Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, and Others**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Deals with teachers, student and parents in a positive, constructivemanner.
  2. Creates a favorable professional image in the school andcommunity.
  3. CommunicatesandinterpretsResponsetoBehaviorandPBISprogramstothestaff,parents,and appropriate communityagencies.
  4. Handles the concerns of peers and parents in a sensitivemanner.
  5. Ensures that oral and written communications are clear, accurate and carefullycomposed.
  6. Handles problems in a consistent and fair manner.

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**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT BEHAVIOR CONSULTANT**

**STANDARD 4: Collaborates with Colleagues, Parents, and Others**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Cooperates with administrative staff in order to accomplish school and boardobjectives.
  2. ParticipatesinorchairsRtBleadershipteammeetingsandILP meetingsforstudentsinalternative programs.
  3. Encourages utilization of communityresources.
  4. Attend meetings and consultations as it pertains to behavior education.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT GIFTED & TALENTED EDUCATION COORDINATOR**

**STANDARD 1: Demonstrates Professional Leadership**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Assumes responsibility for the district gifted and talented educationprogram.
  2. Assumes and completes tasks promptly andeffectively.
  3. Writes and speakseffectively.
  4. Adheres to school board policies and administrativeprocedures.
  5. Handles confidential matters or information in a professional manner.
  6. Builds positive relationships within and between school and community.
  7. Treats people fairly, equitably and with dignity andrespect.
  8. Models nondiscriminatory practices in allactivities.
  9. Demonstrates appreciation for and sensitivity to the diversity in the schoolcommunity.
  10. Promotes leadership potential in colleagues andstudents.
  11. Contributes to the professional knowledge and expertise about teaching andlearning.
  12. Presents the gifted education programin a manner that reflects sensitivity to multicultural and global perspectives.
  13. Represents the district in projects and initiatives aligned to gifted education at the local,regional, state, and nationallevels.
  14. Communicates the district’s gifted and talented education program goals to allstakeholders.
  15. Demonstrates productive leadership and team membership skills that facilitate the developmentof mutually beneficialgoals.
  16. Manages time to maximize attainment of districtgoals.
  17. Adheres to the Professional Code ofEthics.

**STANDARD 2: Leads, Manages, and Monitors the Gifted and Talented Education Program**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Monitors the implementation of the district’s gifted and talented educationprogram.
  2. Develops and manages the budget of the gifted and talented educationprogram.
  3. Monitors the overall achievement data results and ensures all high ability students are being challenged.
  4. Assists in the design of differentiated education and assists school personnel in appropriate dissemination,evaluation,andrevisionofwritteneducationplansforgiftedandtalentedstudents.
  5. Assists professional learning communities and individuals to determine differentiatedinstruction, assessments, and resources.
  6. Develops and implements research-based procedures for identifying gifted and talentedstudents.
  7. Assists staff in developing specialized learning activities for students who have needs beyond the classroom curriculum to include: cluster grouping, pull-out programs, cross grade offerings, outof level offerings, college courses, internships, independent projects,etc.
  8. Works with teachers in identifying the potentially gifted students in theirclassrooms.
  9. Plans orientations and ongoing inservice training of staff in areas pertinent to giftededucation.
  10. Orders, organizes and disseminates materials that can be appropriately used with giftedstudents by classroomteachers.
  11. Utilizes assessment techniques and resources that can assist in the identification of gifted and talentedneedsforstudents;overseesthetestingandidentificationofgiftedandtalentedstudents.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT GIFTED & TALENTED EDUCATION COORDINATOR**

* 1. Conducts routine audits of school-based gifted and talented services to ensure compliance withthe districtplan.
  2. Is responsible for the accuracy of the gifted and talented student database and files;maintains district and student confidentialrecords.
  3. Ensures that appropriate assessment instruments and protocols are ordered for use in thedistrict.
  4. Ensures parental or guardian permission has been secured prior to the administrationof assessments tostudents.
  5. Assesses the accomplishments of students on a regular basis and provides progress reportsas necessary.
  6. Monitors student progress and interprets the results ofevaluation.
  7. Serves as an advocate for the needs of gifted and talented students in a professionaland appropriate manner.
  8. Provides resources for teachers who are working with gifted and talentedstudents.
  9. Provides leadership for the integration of the gifted and talented program into all contentareas.
  10. Plans and implements staff development activities related to the gifted and talented programas requested.
  11. Assists in curriculum development, implementation, and revision asrequested.
  12. Serves as a resource and advisor to principals and teachers regarding the gifted andtalented educationprogram.
  13. Coordinates gifted and talented educational activities and events such as field trips,special exhibits, and contests.
  14. Develops appropriate advocacy positions/statements for the gifted and talented educationprogram.
  15. Initiates and develops projects to enhance and support the gifted educationprogram.
  16. Markets the gifted and talented education program to students, parents, and thecommunity.
  17. Conducts research and writes grants to secure additional funding for the gifted andtalented education program asdirected.

**STANDARD 3: Collaborates with Colleagues/Parents/Others**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Communicates with student and parents in a positive, constructivemanner.
  2. Maintains a positive working relationship with allstakeholders.
  3. Creates a favorable professional image in the school andcommunity.
  4. Interpretspresentprogramsandproposedprogramchangestotheboard,theadministrators,the staff and the generalpublic.
  5. Handles the concerns of parents in a sensitivemanner.
  6. Ensures that the oral and written communications to parents are clear, accurate andcarefully composed.
  7. Handles problems in a consistent and fairmanner.
  8. Cooperates with administrative staff in order to accomplish school and districtobjectives.
  9. Actively participates in all meetings of the Gifted Education AdvisoryCouncil.
  10. Provides opportunities for parent involvement and communicates with district leadersregarded gifted education issues.
  11. Maintains the district’s collaborative relationship with established professionalorganizations related to gifted and talented education in the region andstate.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR DISTRICT GIFTED & TALENTED EDUCATION COORDINATOR**

* 1. Invites colleagues, parents, community representatives, and others to collaborate onand participate in the gifted and talented educationprogram.
  2. Effectively employs conflict resolution skills, group-process and consensus-building skills,and communication skills; practices effectivelistening.
  3. Works with colleagues to administer an effective learning climate within thedistrict.
  4. Shares responsibilities to maximize ownership of and accountability for the giftededucation program.

**STANDARD 4: Engages in ProfessionalDevelopment**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Establishes priorities for professionalgrowth.
  2. Reflects on and analyzes professional performance to help identify professionaldevelopment needs.
  3. Applies the knowledge, skills, and processes acquired through professionaldevelopment.
  4. Modifies personal professional development plan to improve performance and promote student learning.
  5. Participates in professional organizations andactivities.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR PROFESSIONAL DEVELOPMENT FACILITATOR**

**STANDARD 1: Demonstrates Professional Leadership**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Assumes and completes tasks promptly andeffectively.
  2. Writes and speakseffectively.
  3. Adheres to school board policies and administrativeprocedures.
  4. Handles confidential matters or information in a professionalmanner.
  5. Builds positive relationships within and between school and community.
  6. Treats people fairly, equitably, and with dignity andrespect.
  7. Models nondiscriminatory practices in allactivities.
  8. Demonstrates appreciation for and sensitivity to the diversity in the schoolcommunity.
  9. Contributes to the professional knowledge and expertise about teaching and learning. 1.10Demonstratesproductiveleadershipandteammembershipskillsthatfacilitatethedevelopmentof

mutually beneficial goals.

1.11Manages time to maximize attainment of district goals. 1.12Adheres to the Professional Code of Ethics.

**STANDARD 2: Fosters a Collaborative Culture to Support Educator Development and Student Learning**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Utilizesgroupprocessestohelpcolleaguesworkcollaboratively,makedecisions,manageconflict,and promote meaningfulchange.
  2. Modelseffectiveskillsinlistening,presentingideas,leadingdiscussions,clarifying,mediating,and identifyingtheneedsofselfandothersinordertoadvancesharedgoalsandprofessionallearning.
  3. Employsfacilitationskillstocreatetrustamongcolleagues,developcollectivewisdom,build ownership and action that supports studentlearning.
  4. Strivestocreateaninclusiveculturewherediverseperspectivesarewelcomedinaddressing challenges.
  5. Usesknowledgeandunderstandingofdifferentbackgrounds,ethnicities,cultures,andlanguagesto promote effective interactions amongcolleagues.

**STANDARD 3: Accesses and Uses Research to Improve Practice and Student Learning**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Assistscolleaguesinaccessingandusingresearchinordertoselectappropriatestrategiestoimprove studentlearning.
  2. Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching andlearning.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR PROFESSIONAL DEVELOPMENT FACILITATOR**

**STANDARD 3: Accesses and Uses Research to Improve Practice and Student Learning (cont.)**

* 1. Teachesandsupportscolleaguestocollect,analyze,andcommunicatedatafromtheirclassroomsto improve teaching andlearning.

**STANDARD 4: Promotes Professional Learning for Continuous Improvement**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Collaborateswithcolleaguesandschooladministratorstoplanprofessionallearningthatisteam- based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvementgoals.
  2. Usesinformationaboutadultlearningtorespondtothediverselearningneedsofcolleaguesby identifying, promoting, and facilitating varied and differentiated professionallearning.
  3. Facilitates professional learning amongcolleagues.
  4. Identifiesandusesappropriatetechnologiestopromotecollaborativeanddifferentiatedprofessional learning.
  5. Workswithcolleaguestocollect,analyze,anddisseminatedatarelatedtothequalityofprofessional learning and its effect on teaching and studentlearning.
  6. Advocatesforsufficientpreparation,time,andsupportforcolleaguestoworkinteamstoengagein job-embedded professional learning.
  7. Providesconstructivefeedbacktocolleaguestostrengthenteachingpracticeandimprovestudent learning.
  8. Usesinformationaboutemergingeducation,economic,andsocialtrendsinplanningandfacilitating professional learning.

**Standard 5: Facilitates Improvements in Instruction and Student Learning**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunitiestoimprovecurriculum,instruction,assessment,schoolorganization,andschool culture.
  2. Engagesinreflectivedialogwithcolleaguesbasedonobservationofinstruction,studentwork,and assessment data and helps make connections to research-based effectivepractices.
  3. Supportscolleagues’individualandcollectivereflectionandprofessionalgrowthbyservinginroles such as mentor, coach, and contentfacilitator.
  4. Servesasateamleadertoharnesstheskills,expertise,andknowledgeofcolleaguestoaddress curricular expectations and student learningneeds.
  5. Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfullyandappropriatelynavigatetheuniverseofknowledgeavailableontheInternet,usesocial mediatopromotecollaborativelearning,andconnectwithpeopleandresourcesaroundtheglobe.
  6. Promotesinstructionalstrategiesthataddressissuesofdiversityandequityintheclassroomand ensures that individual student learning needs remain the central focusofinstruction.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR PROFESSIONAL DEVELOPMENT FACILITATOR**

**Standard 6: Promotes the Use of Assessments and Data for School and District Improvement**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Increasesthecapacityofcolleaguestoidentifyandusemultipleassessmenttoolsalignedtostateand localstandards.
  2. Collaborateswithcolleaguesinthedesign,implementation,scoring,andinterpretationofstudent data to improve educational practice and studentlearning.
  3. Createsaclimateoftrustandcriticalreflectioninordertoengagecolleaguesinchallenging conversations about student learning data that lead to solutions to identifiedissues.
  4. Workswithcolleaguestouseassessmentanddatafindingstopromotechangesininstructional practices or organizational structures to improve studentlearning.

**Standard 7: Improves Outreach and Collaboration with Families and Community**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Usesknowledgeandunderstandingofthedifferentbackgrounds,ethnicities,cultures,andlanguages intheschoolcommunitytopromoteeffectiveinteractionsamongcolleagues,families,andthelarger community.
  2. Modelsandteacheseffectivecommunicationandcollaborationskillswithfamiliesandother stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.
  3. Facilitatescolleagues’self-examinationoftheirownunderstandingsofcommunitycultureand diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for allstudents.
  4. Developsasharedunderstandingamongcolleaguesofthediverseeducationalneedsoffamiliesand thecommunity.
  5. Collaborateswithfamilies,communities,andcolleaguestodevelopcomprehensivestrategiesto address the diverse educational needs of families and thecommunity.

**Standard 8: Advocates for Student Learning and the Profession**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Sharesinformationwithcolleagueswithinand/orbeyondthedistrictregardinghowlocal,state, and national trends and policies can impact classroom practices and expectations for student learning.
  2. Workswithcolleaguestoidentifyanduseresearchtoadvocateforteachingandlearningprocesses that meet the needs of allstudents.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR PROFESSIONAL DEVELOPMENT FACILITATOR**

**Standard 8: Advocates for Student Learning and the Profession (cont.)**

* 1. Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needsofstudents,tosecureadditionalresourceswithinthebuildingordistrictthatsupportstudent learning, and to communicate effectively with targeted audiences such as parents and community members.
  2. Advocatesforaccesstoprofessionalresources,includingfinancialsupportandhumanandother material resources that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.
  3. Represents and advocates for the profession in contexts outside of theclassroom.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL PSYCHOLOGIST**

**STANDARD 1: Planning and Preparation**

PERFORMANCE CRITERIA:

The extent to which the school psychologist:

* Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
* Demonstrating knowledge of child and adolescent development andpsychopathology
* Establishing goals for the psychology program appropriate to the setting and the studentsserved
* Demonstratingknowledgeofstateandfederalregulationsandtheresourcesbothwithinandbeyond the school anddistrict
* Planningthepsychologyprogramintegratedwiththeregularschoolprogramtomeettheneedsof individual students and includingprevention
* Developing a plan to evaluate the psychologyprogram

**STANDARD 2:Environment**

PERFORMANCECRITERIA:

The extent to which the school psychologist:

* Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
* Demonstrating knowledge of child and adolescent development andpsychopathology
* Establishing goals for the psychology program appropriate to the setting and the studentsserved
* Demonstratingknowledgeofstateandfederalregulationsandtheresourcesbothwithinandbeyond the school anddistrict
* Planningthepsychologyprogramintegratedwiththeregularschoolprogramtomeettheneedsof individual students and includingprevention
* Developing a plan to evaluate the psychologyprogram

**STANDARD 3: Delivery of Services**

PERFORMANCE CRITERIA:

The extent to which the schoolpsychologist:

The extent to which the schoolpsychologist:

* Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
* Demonstrating knowledge of child and adolescent development andpsychopathology
* Establishing goals for the psychology program appropriate to the setting and the studentsserved
* Demonstratingknowledgeofstateandfederalregulationsandtheresourcesbothwithinandbeyond the school anddistrict
* Planningthepsychologyprogramintegratedwiththeregularschoolprogramtomeettheneedsof individual students and includingprevention
* Developing a plan to evaluate the psychologyprogram

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR SCHOOL PSYCHOLOGIST**

**STANDARD 4: Professional Responsibilities**

PERFORMANCE CRITERIA:

The extent to which the school psychologist:

* Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
* Demonstrating knowledge of child and adolescent development andpsychopathology
* Establishing goals for the psychology program appropriate to the setting and the studentsserved
* Demonstratingknowledgeofstateandfederalregulationsandtheresourcesbothwithinandbeyond the school anddistrict
* Planningthepsychologyprogramintegratedwiththeregularschoolprogramtomeettheneedsof individual students and includingprevention
* Developing a plan to evaluate the psychologyprogram

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR WORKFORCE READINESS COORDINATOR/COUNSELOR**

**STANDARD 1: Demonstrates Professional Leadership**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Builds positive relationships within and between school andcommunity.
  2. Promotes leadership potential in colleagues andstudents.
  3. Writes and speakseffectively.
  4. Contributes to the professional knowledge and expertise about teaching andlearning.
  5. Participatesinthedevelopmentanddesignofpolicywithinthedistrictaswellascommunity organizations with educationally relatedinterests.
  6. Initiates and develops projects to enhance and support the workforce readinessprogram.
  7. Effectivelyemploysconflictresolutionskills,group-processandconsensus-buildingskills,and communication skills; practices effectivelistening.
  8. Presentscontentandtheworkforcereadinessprograminamannerthatreflectssensitivityto multicultural and global perspectives.
  9. Works with colleagues to administer an effective learning climate within thedistrict.
  10. Manages time to maximize attainment of districtgoals.
  11. Sharesresponsibilitiestomaximizeownershipofandaccountabilityfortheworkforcereadiness program.
  12. Adheres to the Professional Code ofEthics.

**STANDARD 2: Designs, Plans, Implements, and Monitors the Workforce Readiness Program**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Demonstratesageneralknowledgeoftheworkforcereadinessprogramthatallowsforintegration of ideas and information across the disciplines, the district, and thecommunity.
  2. Connects content knowledge to real-world applications.
  3. Collaborateswithteacherstoanalyzeandstructurevariedapproachestoinstructionandstudent learning.
  4. Establishesstrongworkingrelationshipsandpartnershipswithareabusinesses,institutionsof higher education, and community groups to enhance and strengthen the workforce readiness program and support districtgoals.
  5. Seeks,develops,implements,andmanagesgrantsandfundingtoenhancetheworkforcereadiness program.
  6. Definesneedsandpriorities;determinesobjectives;andaddressesexpectationsforworkforce readinessinitiatives.
  7. Basesdecisionsonresearch,expertiseofotherprofessionals,andtherecommendationsof communityrepresentatives.
  8. Creates experiences that challenge, motivate, and actively involvelearners.
  9. Developsandincorporateslearningexperiencesthatencouragestudentstobeadaptable,flexible, resourceful, creative, and employ criticalthinking.
  10. Develops and incorporates strategies that demonstrate sensitivity to students’differences.
  11. Uses knowledge of learning, teaching, and student development to informdecision-making.
  12. Recognizes, studies, and applies emerging trends asappropriate.
  13. Securesandusesavarietyofappropriatedistrictandcommunityresourcestosupportlearning opportunities, workforce readiness and potential careers forstudents.
  14. Reflectsonandanalyzesdatafromtheincorporationofworkforcereadinessinitiatives,and provides information from the analysis to appropriate districtleadership.
  15. Evaluates the program to assure its contribution to the district’s mission andgoals.
  16. Promotes and publicizes accomplishments related to the workforce readinessprogram.

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR WORKFORCE READINESS COORDINATOR/COUNSELOR**

**STANDARD 3: Counsels Students and Communicates Analysis of Students’ Learning Plans**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Shows consistent sensitivity to individuals and responds to students objectively.
  2. Treats all individuals with fairness, dignity, andrespect.
  3. Guides individuals and groups of students through the development of educational andcareer plans.
  4. Organizes activities, workforce readiness assessments and certifications to accomplishneeds, priorities and objectives specified by school, district, andstate.
  5. Communicates specific goals and high expectations forlearning.
  6. Selects and uses assessments asneeded.
  7. Collects and analyzes data on students’ learning plans, and maintains up-to-date records on students’ progress with learningplans.

**STANDARD 4: Collaborates with Colleagues/Parents/Others**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

4.1. Invites colleagues, parents, community representatives, and others to collaborate on andparticipate in the workforce readinessprogram.

* 1. Discusses with parents, students and others the purpose and scope of the workforcereadiness program.
  2. Demonstrates productive leadership and team membership skills that facilitatethe development of mutually beneficialgoals.
  3. Recognizes and responds appropriately to differences in abilities and social and/orcultural backgrounds
  4. Analyzes previous collaborative experiences to improve future experiences.
  5. Assesses students' special needs and collaborates with school services and community agenciesto meet thoseneeds.
  6. Recognizes and valuesdiversity.

**STANDARD 5: Engages in Professional Development**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Establishes priorities for professionalgrowth.
  2. Reflects on and analyzes professional performance to help identify professional developmentneeds.
  3. Applies the knowledge, skills, and processes acquired through professionaldevelopment.
  4. Modifies personal professional development plan to improve performance and promotestudent learning.

# Standards and Indicators for District Administrators

District Administrators will use the same standards and indicators as the superintendent. Those that are not applicable to the person’s administrative role in the district will be noted as such by the administrator and confirmed by the superintendent or designated supervisor. District Administrators will have four Performance Measures: Planning, Environment, Instruction, and Professionalism with ratings of Ineffective, Developing, Accomplished, and Exemplary. These performance measures will be rated based on the superintendent standards that align with the measures.

**Performance Levels:**

The following designations will be used to indicate the progress toward the eight standards and their indicators:

Exemplary/Expert Performance:

Demonstrates initiative and skill beyond the standard; is considered an expert at local and state levels

Accomplished Performance:

Provides evidence of proficient performance in meeting the standard

Developing Progress:

Makes steady and continuous progress toward meeting the standard

Growth Required:

Remains at the threshold for beginning progress toward meeting the standard

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| **Standard 1**: **Strategic Leadership**  Superintendents create conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school; is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. They create a community of inquiry that challenges itself to continually  repurpose by building on the district’s core values and beliefs about the preferred future, and then developing a vision that reflects the future. | | | | |
| **Superintendents demonstrate effective strategic leadership practices when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Creates a working relationship with the local board of education that results in a shared vision for the district which guides the schools in preparing students to enter the changing world of the 21st century Vision-Relationships | A. Models and providessupport for others to buildcollaborative working relationships; facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborativespirit  and openness to 21st century change | A. Has a collaborative working relationship with the local board and stakeholders | A. Develops a working relationship with the local board of education and stakeholders | A. Makes obligatory contacts with local board and stakeholders |
| B. Systematically challenges the status quo by leading change with potentially beneficial outcomes Strategic Planning (Development) | B. Intentionally involves internal and external stakeholders to create/sustain a shared vision, collecting feedback, resolving conflicts, and using the vision to  drive decisions that reflect the culture of the school district | B. Challenges the status quo, leads strategic planning, and leads change toward identified priorities, high goals, high expectations, and beneficial outcomes | B. Institutes open discussions regarding strategic planning and institutes change toward some new outcomes | B. Maintains status quo and does not institute strategic planning or change |
| C. Systematically considers new and innovative ways of accomplishing tasks and is comfortable with major changes in how processes are implemented  Vision-Culture | C. Creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision, holding each other mutually accountable for new  and innovative ways of accomplishing tasks | C. Creates processes that ensure district identity, drive decisions, and reflect the preferred culture | C. Creates processes that develop district identity | C. Accepts current district identity and maintains current district culture |
| D. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, parents, and other stakeholders regarding the strategic direction of the district, and encourages feedback on how to  better attain the district’s vision, mission and goals  Vision-Monitor | D. Explores new and innovative processes with mutual stakeholder involvement and feedback to monitor progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture | D. Leads a process that monitors progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture of the district | D. Develops the vision (21st century learning), mission, and high goals and coveys the preferred culture of the district | D. Has not begun work on a district vision or goals |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| E. Serves as a driving force behind major initiatives that help students acquire 21st century skills  Strategic Planning-Implementation | E. Models/Instructs others in the development, implementation and evaluation of 21st century learning goals | E. Is a driving force in the development and  implementation of the district’s Strategic Plan to realize 21st  century learning goals | E. Facilitates discussion and the strategic development of the  district’s Improvement Plan to realize goals | E. Operates unilaterally or with limited input under existing improvement plans |
| F. Creates processes that provide for the development, periodic review, and revision of the district’s vision, mission and strategic goals by all stakeholders  Strategic Planning-Development | F. Models/instructs in the art of strategic planning and developing a sustainable continuous improvement model  with all stakeholders | F. Creates processes to develop, review and revise vision, mission and goals with all stakeholders | F. Periodically reviews vision, mission and goals with some stakeholders | F. Creates vision, mission and goals unilaterally or with limited input |
| G. Creates processes to insure the district’s identity (vision, mission,  values, beliefs and goals) actually drives decisions and reflects the preferred culture of the district  Strategic Planning-(Implementation) | G. Models/ instructs others in leading best or innovative practices ; insures a continuous cycle of assessment, reflection, and changes in practice around 21st century student learning | G. Creates processes that ensure district identity, drives decisions, and reflect the preferred culture | G. Creates processes that develop district identity | G. Accepts current district identity and maintains current district culture |
| H. Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements  Strategic Planning (Development) | H. Explores new mechanisms and approaches to facilitate/monitor collaborative development of district and school improvement plans that  realize 21st century learning goals | H. Facilitates and monitors collaborative development of improvement plans that realize goals and adhere to state statutes | H. Monitors school improvement plans | H. Offers limited feedback on SIPs; requests copies of SIPS for files/  documentation |
| I. Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (e.g. student performance data, data from KREP, universal screeners, TELL Surveys) in concert with the local board of education  Strategic Planning (Monitoring/Evaluation) | I. Assures that data is available and systematically used to assess progress toward the vision and communicate results to the board, staff, and community and formulates plans to bring about necessary changes; Operates as a strategic planning resource for others | I. Develops, implements, and monitors the strategic plan aligned to the mission and goals with multiple sources of data in consort with the Board of Education | I. Uses state test data to develop, implement and monitor strategic plan | I. Misses opportunities to use data to develop, implement, and monitor strategic plan |
| J. Determines financial priorities in concert with the local board of education based on the CDIP and CSIPs  Strategic Planning (Resourcing) | J. Continually assesses and redesigns financial priorities to maximize and augment  available resources | J. Develops financial priorities with the local board based on the improvement plans | J. Manages the budget in such a way as to maintain current operations and practices | J. Demonstrates limited understanding of district budget |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| K. Facilitates the implementationof federal, state, and local education policies  Policies | K. Explains/interprets federal, state and local policies, their impact on educational operations and facilitates the implementation of these  policies | K. Facilitates federal, state and local policy implementation | K. Implements some state and local policies | K Demonstrates lack of knowledge or attention to policies that affect the district |
| L. Facilitates the setting of high, concrete goals and the expectations that all students meet them Strategic Planning (Goals) | L. Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages  others to do the same | L. Facilitates setting high, concrete goals and expectations for student attainment | L. Expects high, concrete goals to be set for students | L. Allows others to set goals that are too low for students |
| M. Monitors progress in meeting district goals  Strategic Planning (Goals) | M. Sets visionary goals for self and the district and shares both progress and setbacks with  others | M. Monitors district progress in meeting goals | M. Sets district goals; but does not monitor | M. Does not set district goals |
| N. Communicates strong professional beliefs about schools, learning, and teaching that reflect the latest research and best practices in preparing students for success in post secondary education, in work, and for life in the 21st century  Strategic Planning (Beliefs/Best Practice) | N. Participates in cutting edge research on teaching and learning and uses best practices in preparing students for 21st century learning and post-secondary work | N. Communicates strong beliefs about teaching and learning based on research and best practice in preparing students for post-secondary work | N. Communicates beliefs about teaching and learning but may not be driven by research findings | N. Remains silent about teaching and learning beliefs |
| O. Creates processes to distribute leadership through the district  Distributed Leadership | O. Empowers others to create a leadership mindset/“think tank”  that encourages distribution | O. Creates processes to distribute leadership | O. Distributes a few leadership functions | O. Maintains control of leadership functions |

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| **Standard 2: Instructional Leadership**  The core business of school superintendents must always be teaching and learning in a system committed to shared values and beliefs, and challenging, equitable education programs and learning experiences for all students. The moral imperative of school district leadership is to create and sustain schools where all students learn, where performance gaps are systematically eliminated over time, and where the primary goal of the adults in the system is to ensure that every student graduates from high school “college-and –career ready”, prepared for a productive life in the 21st century.  Effective superintendents facilitate the stewardship of learning by creating professional learning communities focused on highly engaging, relevant instruction and improved studentlearning.Theyset specificachievementtargetsforschoolsandstudentsandthen monitorthosetargets,ensuringconsistentuseofresearch-basedbestinstructional practices in all schools andclassrooms. | | | | |
| **Superintendents demonstrate effective instructional leadership practices when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Leads with a clear, high profile focus on learning and teaching grounded on high expectations and goals  Learning/teaching focus; High Expectations | A. Operates as a mentor in helping others focus on learning/ teaching grounded in high expectations and goals; motivates others to seek continuous improvement and  innovation in student learning to achieve the district’s goals | A. Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals | A. Leads the  focus on learning/teaching | A. Communicates a focus on learning/teaching |
| B. Models learning for staff and students  Professional Learning | B. Uses evaluation and professional development as  tools to explore opportunities for improving student learning | B. Models learning for staff and students | B. Applies learning from professional development and  expects learning for students and staff | B. Participates in professional development opportunities |
| C. Communicates high expectations for student achievement to staff and stakeholders  High Expectations | C. Creates a sense of collective mission and efficacy in the improvement of student  learning and achievement at high levels | C. Demands/expects high levels of student achievement | C. Sets and communicates high expectations for student achievement | C. Accepts current levels of student achievement |
| D. Challenges staff to reflect deeply on, define, and deliver the knowledge, skills, and concepts essential for ensuring every student graduates from high school globally competitive, ready for college and career, and prepared for a productive life in the 21st century Curriculum/Instruction  High Expectations | D. Operates as a role model in reflecting on, defining and delivering skills and concepts necessary to graduate college and career ready students who are prepared for the 21st century | D. Challenges staff to reflect on, define and deliver skills and concepts necessary to graduate both college and career ready and prepared for the 21st century | D. Focuses on graduation and college and career readiness in the 21st century | D. Focuses on graduation but does not emphasize 21st century preparedness |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| E. Establishes and sustains a system that operates as a collaborative learning organization through structures (including effective, high performing professional learning communities) that support improved instruction and student learning at all levels  Professional Learning | E. Creates a district-wide commitment to understanding and addressing sustained progress in student learning; evaluates professional development activities systematically and  collaboratively to assure effectiveness | E. Establishes and sustains the structure for a collaborative learning organization (including PLCs) that supports improved instruction and student learning | E. Supports a collaborative learning organization including PLCs | E. Favors a unilateral message regarding improved instruction |
| F. Monitors effectiveness of instructional programs at the student, group, and programmatic level | F. Actively monitors the effectiveness of the instructional programs in the district; shares professional perspective on the district’s progress and/or setbacks with respective administrative staff  and leads collaboration with them to ensure success | F. Routinely monitors the effectiveness of the instructional programs in the district; shares professional perspective on the district’s progress and/or setbacks with respective administrative staff | F. Monitors the effectiveness of the instructional programs in the district | F. Occasionally monitors the effectiveness of the instructional program, but delegates routine monitoring to other administrative staff |
| G. Monitors the efficient use of funds for student learning that produces effective results | G. Actively monitors the efficient use of funds for student learning; shares professional perspective on the district’s progress and/or setbacks with respective administrative staff and leads  collaboration with them to ensure success | G. Routinely monitors the efficient use of funds for student learning in the district; shares professional perspective on the district’s progress and/or setbacks with respective administrative staff | G. Monitors the efficient use of funds for student learning in the district | G. Occasionally monitors the efficient use of funds for student learning, but delegates routine monitoring to other administrative staff |

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| **Standard 3: Cultural Leadership**  Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, a superintendent must be able to “re-culture” the district, if  needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. | | | | |
| **Superintendents practice effective cultural leadership when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Communicates strong ideals and beliefs about schooling, teaching, student learning, and professional learning communities with all stakeholders and then operates from those beliefs Stakeholder/Community Involvement | A. Models in words and actions a pervasive commitment to the highest standards of ethical and professional behavior that influences employees, board, and other stakeholders to act with a high degree of  professionalism, respect, and trustworthiness | A. Communicates strong beliefs about schooling, teaching, and PLCs with stakeholders and operates by those beliefs | A. Communicates shared beliefs about schooling, teaching, and PLCs with stakeholders | A. Communicates personal beliefs about school and teaching |
| B. Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and  post-secondary education and prepared for life in the 21st century Stakeholder/Community Involvement | B. Leads in the creation of enthusiasm regarding 21st century preparation in a global economy and college and career readiness; Develops strategies with administrators and teachers to engage the community in activities that underscore the importance of  college and career readiness | B. Builds community understanding of 21st century preparation in a global economy and college and career readiness | B. Supports 21st century preparation in a global economy and college and career readiness | B. Focuses on student preparation for progress within the school system |
| C. Creates a school system (and nota“systemofschools”)inwhich shared vision and equitable practices are the norm Vision/Beliefs | C. Models for others in the creation of a shared vision and equitable practices; Creates a climate in which district employees are highly conscious of ethical and professional  expectations and hold each other accountable | C. Creates a school system with a norm of a shared vision and equitable practices | C. Sets and shares vision and establishes equitable practices | C. Has a personal vision for the school system |
| D. Builds trust and promotes relationships and a sense of well-being between and among staff, students, parents, and the community at large Stakeholder/Community Involvement | D. Leads trainings on climate building ; includes measures of student and employee well- being and community satisfaction in the district and systematically reviews outcomes to make necessary  changes | D. Builds trust, promotes relationships, promotes a sense of well-being between and among all stakeholders  144 | D. Builds relationships and trust with staff and students | D. Expects to receive staff and student trust |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| E. Systematically and fairly acknowledges the areas of need and celebrates accomplishments of the district  Celebrate/Acknowledge | E. Creates/leads celebrations/activities for recognition and solicits active input on areas of need | E. Celebrates accomplishments and develops plans to advance accomplishments and address identified areas of need | E. Acknowledges accomplishments and identifies areas of need | E. Discerns accomplishments and begins investigating areas of need |
| F. Visibly supports and actively engages in the positive, culturally responsive traditions of the community Stakeholder/Community Involvement | F. Engages stakeholders to develop a district-wide welcoming culture that honors the values, and traditions of diverse groups, celebrates their accomplishments and integrates diverse representation into the school  /district | F. Visibly supports and actively engages in traditions of the community | F. Participates in community traditions | F. Attends some community functions |
| G. Creates opportunities for both staff involvement in the community and community involvement in the schools Stakeholder/Community Involvement | G. Leads opportunities for involvement between the community and the schools; establishes partnerships with families and community groups to leverage involvement | G. Creates opportunities for staff involvement in the community and community involvement in the schools | G. Investigates and creates opportunities for staff involvement in the community | G. Expects staff to attend some school functions |
| H. Creates an environment in which diversity is valued and promoted Diversity | H. Creates and leads activities and traditions that promote diversity;  creates a climate in which stakeholders constructively discuss their own views on diversity; fosters formal and informal partnerships with  diverse groups to support mutual goals | H. Creates an environment in which diversity is valued and promoted | H. Is sensitive to diversity issues | H. Responds to diversity issues when they occur |

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| **Standard 4: Human Resource Leadership**  Superintendents ensure the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and  engage in district leadership succession planning . | | | | |
| **Superintendents practice effective human resource leadership when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Ensures necessary resources, including time and personnel,are allocated to achieve the district’s goals for achievement and instruction  Resourcing | A. Solicits faculty/staff input on ways to provide necessary resources to achieve district goals | A. Ensures necessary resources (including time and personnel) are allocated to achieve district goals | A. Makes plans to allocate resources to achieve district goals | A. Maintains allocation of resources for current purposes |
| B. Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for the 21st century student learning  Professional Learning | B. Uses the PLC model on district committees that align initiatives and focus on collective responsibility for 21st century student learning | B. Provides for PLC development aligned with district initiatives and focused on collective responsibility for 21st century student learning | B. Provides for PLC design and development; monitors progress of development of PLCs | B. Receives and reads reports about school progress; researches/  investigates the development of PLCs |
| C. Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision  Policies/Procedures | C. Reviews, revamps and creates policies/proceduresthat more adequately address vision and mission; motivates administrators, teachers, and other members of the school community to seek improvement in districtpolicies, practices, and resources to support student learning; collaborates with members of diverse groups to identify and eliminate district policiesand  practices that have discriminatory effects | C. Participates in  consistent communication with school executives about how policies/ procedures relate to vision and mission | C. Communicates with school executives about policies and procedures | C. Distributes policies and procedures (electronically and in writing) for school executives to read and follow |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| D. Models the importance of continued adult learning by engaging in activities to develop professional knowledge, skill, and abilities  Professional Learning | D. Offers professional development in areas of expertise; seeks higher education degrees and certification; engages in/provides activities to develop  and enhance professional knowledge, skills, and abilities | D. Models importance of continued adult learning by engaging in and using activities to develop and enhance professional knowledge, skills, and abilities | D. Stresses importance of continued adult learning | D. Participates in professional development opportunities |
| E. Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes Expectations | E. Establishes feedback groups, solicits input, and encourages others to convey a positive attitude about the ability of personnel to reach high expectations and accomplish  substantial outcomes | E. Communicates expectations and conveys a positive attitude about the ability of personnel to reach high expectations and accomplish substantial outcomes | E. Sets high expectations and substantial outcomes | E. Communicates current levels of expectations and support to personnel |
| F. Creates processes for educators to assume leadership and decision- making roles  Staffing | F. Offers shadowing experiences and active mentoring to encourage assumption of leadership and decision-making  roles; | F. Creates processes for educators to successfully assume leadership and decision-making roles | F. Supports personnel after they assume leadership roles | F. Expects personnel to assume assigned leadership roles |
| G. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff result in the recruitment and retention of highly qualified and diverse personnel  HR Functions | G. Creates new systems to monitor recruitment and retention and involves personnel in adjustingpersonnel practices; usesa  continuous improvement process to assure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and makes  changes as needed | G. Ensures processes for hiring, inducting and mentoring new staff that result in recruitment and retention of highly qualified and diverse personnel | G. Creates processes for the hiring, inducting and mentoring of new staff | G. Hires new staff and works with them if they demonstrate difficulty in their new positions |
| H. Uses data, including the results of the TELL survey, to create and maintain a positive work environment  Culture/Environment | H. Collaborates with others in using data to create a district plan to maintain a positive environment; regularly conducts data-based evaluations of policy and practice effectiveness that govern student behavioral expectations and disciplinary  actions | H. Uses data, including TELL, to create and maintain a positive environment | H. Makes efforts to support and maintain a positive environment | H. Expects administration to maintain a positive environment |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| I. Ensures all staff are evaluated in a fair and equitable manner and evaluation results are used to improve performance  Evaluation | I. Uses a collaborativeapproach to improve performance growth in evaluations;reviews  teacher and principal evaluation processes systematically and  collaboratively to assure effectiveness | I. Ensures staff evaluation is fair and equitable, and used to improve performance | I. Ensures evaluation is fair and equitable | I. Expects evaluations to lead to improved performance |
| J. Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs; is connected to district improvement goals; and is  differentiated based on staff needs Professional Learning | J. Leads professional development to align district needs and goals; creates a district-wide culture that leads staff to engage in continuous collaborative professional  development focused on student learning | J. Provides results-oriented professional development aligned to district needs, connected to district goals | J. Provides results-oriented professional development that is connected to district goals | J. Provides professional development when requested |
| K. Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths  Staffing | K. Encourages input from others regarding better utilization of staff strengths; reviews data on employee performance to consider changes in deployment or to determine implications for  district | K. Searches for best placement and utilization of staff to fully develop and benefit from their strengths | K. Makes staffing decisions and assigns staff based on district needs | K. Makes staffing decisions and assigns staff based on past practices |
| L. Identifies strategic leadership positions in the district and hasa succession plan for each key position  Staffing | L. Encourages others to make suggestions regarding succession plans | L. Has a succession plan for key positions | L. Identifies strategic positions in the district | L. Follows past practices in assigning positions |

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| **Standard 5: Managerial Leadership**  Superintendents ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the  inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district**.** | | | | |
| **Superintendents practice effective managerial leadership when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Applies and assesses current technologies for management, business procedures, and scheduling  Technology | A. Leads investigation of new technologies for management, business procedures and  scheduling | A. Applies and assesses current technologies for management, business procedures and  scheduling | A. Investigates and researches technology for management, business procedures, and  scheduling | A. Continues to apply present technologies |
| B. Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a needs assessment process Finance | B. Performs a needs assessment and seeks creative alternatives in developing a budgeting process that aligns resources with district initiatives; assists board in  immediate fiscal needs and advance planning | B. Creates a collaborative budget process that aligns resourceswith district initiatives through a needsassessment | B. Creates a collaborative budget process that aligns resources with district initiatives | B. Develops a budget that aligns resources |
| C. Identifies and plans for facility needs  Capital Planning | C. Empowers others to identify and plan for facility needs | C. Identifies and plans for facility needs | C. Identifies facility needs | C. Reviews facility needs when necessary |
| D. Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes  Resourcing | D. Explores new programs to allocate resources that might impact a changing organization; analyzes and modifies the long- term plan to assure that results support district priorities | D. Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes | D. Assesses and allocates resources based on assessment | D. Assesses resource allocations |
| E. Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations Effectiveness and Efficiency | E. Empowers others to develop/ enforce clear expectations, rules, procedures for effective and efficient operations; uses a continuous improvement process to review effectiveness of  operations and makes changes as needed | E. Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations | E. Develops clear expectations and implements rules for effective operations | E. Develops rules for effective operations |
| F. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way Conflict Resolution | F. Models processes to build consensus, communicate, and resolve conflicts in a fair and democratic way; creates a culture in which conflicts are regularly addressed and are viewed as  opportunities for | F. Creates and implements a process to build consensus, communicate, and resolve conflicts in a fair and democratic way | F. Creates a conflict resolution process | F. Unilaterally handles situations involving conflict |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
|  | (F. cont) respectful dialogue, consensus-building, and  constructive resolution |  |  |  |
| G. Assures a system of communication that provides for the timely and responsible exchanges of information among school and district staff and stakeholder groups  Communication | G. Explores possibilities for revision to communication systems among all stakeholders; empowers effective networks of families and other individuals, agencies, or groups in the communit*y* to maintain regular two-way communication about  district needs, goals and activities | G. Assures a system for timely and responsible communication among all stakeholders | G. Develops a communication system among all stakeholders | G. Communicates within the school system when the need arises |
| H. Assures scheduling processes and protocols that maximize staff input, addresses diverse student learning needs, and provides individual and ongoing collaborative planning time for every teacher  Scheduling | H. Empowers and encourages others to create scheduling processes that maximize staff input, address student learning needs, and provide collaborative planning time for teachers | H. Assures scheduling processes that maximize staff input, address student learning needs, and provides collaborative planning time for teachers | H. Creates scheduling processes that address student needs and provide collaborative planning | H. Provides a schedule that addresses student needs and teacher planning time |
| I. Creates processes for the storage, security, privacy and integrity of data  Effective, efficient use of data | I. Explores new processes for data storage, security, privacy  and integrity | I. Creates effective and efficient processes for data storage,  security, privacy and integrity | I. Creates processes for data storage and security | I. Stores and secures data |
| J. Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff  Safety and security | J. Teaches others to collaboratively develop expectations and procedures for ensuring staff and student safety; conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student safety and well-being (e.g., bullying,  accessibility, emergencies); | J. Collaboratively develops and enforces expectations and procedures for ensuring staff and student safety | J. Develops and enforces procedures for ensuring staff and student safety | J. Implements district safety procedures |
| K. Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials  Safety and security | K. Teaches others to implement and monitor emergency plans in collaboration with local, state and federal agencies | K. Develops, implements, and monitors emergency plans in collaboration with local, state and federal officials | K. Develops, implements, and monitors emergency plans | K. Develops and implements emergency plans |

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| **Standard 6: External Development Leadership**  Superintendents, in concert with the local board of education, design structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, superintendents proactively create - with school and district staff - opportunities for parents,  community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill**.** | | | | |
| **Superintendents practice effective external development leadership when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools  Vision and high expectations | A. Teaches others to develop collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district; inspires a widespread belief that high expectations and achievement of district goals for the learning and well-being of children is a community-wide  responsibility | A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district | A. Cultivates community partnerships to support priorities of the district | A. Informs the community of the district’s priorities |
| B. Implements processes that engage stakeholders in shaping and then supporting significant (nonnegotiable) achievement and instructional goals for the district and its schools Stakeholder/Community Involvement Strategic Planning (Development) | B. Offers support to other districts in engaging stakeholders in shaping and supporting district/school instructional and achievement goals; | B. Engages stakeholders in shaping and supporting district/school instructional and achievement goals | B. Works with stakeholders to support district and school goals | B. Informs stakeholders of district and school goals |
| C. Creates systems that engage the local board and all community stakeholders in a shared responsibility for aligning their support toward the district’s goals for student and school success  Stakeholder/Community Involvement | C. Develops a network of key family and diverse community stakeholders who can serve as formal/informal advisors on key issues; Offers instruction to others in the creation of collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals  and student success | C. Creates collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success | C. Works with the board/school system and community stakeholders in supporting district goals | C. Works with the board and/or school system stakeholders in supporting district goals |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| D. Designs protocols and processes that ensure compliance with federal, state and district mandates  Legal | D. Offers training regarding protocols and processes that ensure compliance with federal, state and district mandates; facilitates systematic board review and revision of policy-  making process | D. Designs protocols and processes that ensure compliance with federal, state and district mandates | D. Monitors staff to ensure compliance with federal, state and district mandates | D. Responds when requested to federal, state and district reports, mandates, inquiries, etc. |
| E. Develops and implementsproactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees  Professional Learning; Stakeholder Involvement | E. Offers local, state and national expertise in offering professional development and training to others | E. Develops and implements proactive partnerships with professional development organizations to provide effective training and professional development opportunities for district employees | E. Implements partnerships with professional development organizations to provide training and professional development for district employees | E. Contacts professional development organizations to arrange for training and professional development when the need arises |
| F. Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses whilein high school and that barriers to enrollment are eliminated StakeholderInvolvement | F. Creates multiple, dual credit and college experiences on high school and college campuses; offers personal expertise as a speaker and adjunct instructor to colleges and professional organizations and speaks with  student groups regarding opportunities | F. Develops and implements proactive partnerships with colleges and professional organizations to ensure student access to college courses and to eliminate barriers to enrollment | F. Develops and initiates partnerships with colleges to insure student access to college courses | F. Allows students to enroll in college courses upon request of the student |
| G. Communicates the status and needs of the schools and district to the local board, all community stakeholders, and media to garner additional support for meeting district goals  Stakeholder Involvement; Resourcing | G. Offers training to others regarding communication efforts to garner additional support for district goals; is proactive in sending informational material to the media and the public | G. Communicates district/ school needs to the board, community stakeholders, and media on a regular basis to garner additional support for district goals | G. Communicates district/school needs to the board and media as requested to gain support for district goals | G. Communicates district needs to the board regarding district goals |
| H. Builds relationships with individuals and groups to support the district’s learning—teaching agenda and its potential for individual school and district improvement Stakeholder/Community Involvement | H. Takes a leadership role in encouraging schools to cultivate relationships with individuals/ groups to garner on-going support for the school’s  learning/teaching agenda and their potential for improvement | H. Meets regularly with and cultivates relationships with individuals/groups to garner on- going support for the district’s learning/teaching agenda and its  potential for district improvement | H. Meets periodically with individuals/groups to gain support for the district’s teaching/learning agenda | H. Meets with individuals/groups to garner support for specific district agenda items |

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| **Standard 7: Micropolitical Leadership**  Superintendents promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all  students. | | | | |
| **Superintendents practice effective micropolitical leadership when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship  Board Relationships | A. Offers expertise to others in defining superintendent/ board roles and expectations that result in an effective working relation-ship including improvement of effectiveness  and trust and discussion of areas of friction | A. Provides leadership in defining superintendent and board roles and expectations that result in an effective working relationship | A. Provides leadership in defining superintendent and board roles and expectations | A. Identifies superintendent and board roles as warranted by periodic circumstances |
| B. Defines and understands the internal and external political systems and their impact on the educational organization Political Context | B. Participates in dialogue and training regarding internal/ external political systems and their impact; develops appropriate responses to government actions and  matters affecting student learning | B. Defines and understands the internal/external political systems and their impact on the educational organization | B. Acknowledges the internal and external political systems and their impact on the organization | B. Responds to the internal/external political systems when the need surfaces |
| C. Defines, understands, and communicates the impact of legal and ethical issues affecting public education  Legal; Ethical | C. Offers community forums and information sessions regarding the impact of legal and ethical issues affecting  public education | C. Defines, understands and communicates the impact of legal and ethical issues affecting public education | C. Communicates the impact of legal issues affecting public education | C. Reacts to legal issues affecting public education |
| D. Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large for effective and responsive decision-making  Political Context; Stakeholder/Community Involvement | D. Uses surveys and data to drive decision making about the political, economic and social needs of community groups and responsive decision making; works with board/staff to develop understanding of and appropriate responses to emerging issues in order to  preserve and advance the district vision | D. Surveys/ understands the political, economic and social needs of community groups and the community- at-large for effective and responsive decision making | D. Understands the general needs of the community that affect decision making for the district | D. Responds to the needs of the community if they begin to affect the decision making process for the district |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| E. Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements  Policies/Procedures | E. Actively explores innovative ways to improve student learning/performance in compliance with local, state and federal requirements | E. Implements district policies to improve student learning/ performance in compliance with local, state and federal requirement | E. Prepares/recommends district policies to improve student learning/ performance in compliance with local and state  requirements | E. Recommends district policies in compliance with local, state and federal requirements |
| F. Applies laws, policies, and procedures fairly, wisely, and considerately  Legal | F. Actively explores ways to uphold laws, policies and procedures fairly, wisely, and considerately; collaborates with members of diverse groups to identify and eliminate district policies and practices that have  discriminatory effects | F. Applies and upholds laws, policies and procedures fairly, wisely, and considerately | F. Applies laws, policies and procedures | F. Reviews laws and policies when the need arises |
| G. Utilizes legal systems to protect the rights of students and staff, and to improve learning opportunities Legal | G. Teaches others how to improve learning opportunities while protecting the rights of others; assures that district procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity for each member of the  school community | G. Utilizes legal systems to protect students’ and staff rights and to improve learning opportunities | G. Utilizes legal systems to protect students’ andstaff rights | G. References legal systems to ensure the district is protected when issues regarding rights occur |
| H. Accesses local, state and national political systems to provide input on critical educational issues  Political Context;  Stakeholder/Community Involvement | H. Participates at the local, state and national levels to provide input on critical educational issues | H. Accesses local, state and national political systems to provide input on critical educational issues | H. Accesses the local political system to give input on critical educational issues | H. Responds to the local political system if input is requested on critical educational issues |

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| **Standard 8—Dispositions – Human Elements**  The effective superintendent is first and foremost an effective person. Superintendents must know much and have many skills. However, what differentiates effective,  transformational leaders (those who can facilitate more than a year’s worth of growth with a year’s worth of effort) from the rest is that they are successful not only because of what they **know and do** but because of **who they are** shining through their knowledge and skills. These human qualities—core values, beliefs and perceptions—are called *dispositions*. Four areas of dispositions that have the greatest impact on facilitating progress and positive change in people and organizations are: (1) realistic and positive dispositions about oneself; (2) the belief that others are valuable, able, and worthy; (3) dispositions about the larger purposes of the educational endeavor; and (4) dispositions about the primacy of building and sustaining positive, long-term relationships with all constituents. High performing schools/districts recognize the importance of these dispositions and intentionally hire for and grow them in all partners. | | | | |
| **Superintendents practice effective strategies for leading dispositional growth in self and others when they:** | | | | |
| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| A. Facilitates conversations with **all** constituencies regarding the importance of dispositions—the human elements—in teaching, learning, and leading | A. Incorporated and implements dispositional elements in all relevant district policies and procedures. | A. Includes training and information on theimportance of educator dispositions in board orientation, in-service development andprofessional  development for allpersonnel. | A. Begins conversations with all district stakeholders on the importance of educator dispositions. | A. Becomes acquainted with and collects background information about dispositions of effective educators and leaders. |
| B. Develops and grows realistic and positive dispositions about oneself and facilitates growth in others | B. Serves as a role model; collects periodic feedback for her/himself from all constituencies regarding skills, characteristics, and dispositions; | B. Plans and implements dispositional growth plans for self and others based on a variety of feedback mechanisms (ILSAi, Board input, mentors, self-reflection, etc.); | B. Implements a process by which self and staff can receive authentic, private, and individual feedback regarding knowledge, skills, and dispositions for the purpose of self-assessment and  growth as a person rather than a performance review | B. Increases awareness of the importance of positive dispositional growth as part of a professional growth plan for all employees. |
| C. Demonstrates a belief in the value, ability, and worthiness of staff, students, and community members | C. Develops succession plans and ongoing development opportunities to ensure the future leadership of the district and the Commonwealth’s  students. | C. Builds high performance leadership teams that have responsibility and shared authority for the success of the district. | C. Empowers individuals through added responsibilities and “safe space” in which to innovate and take intelligent risk. | C. Understands the importance of trusting and empowering students, teachers, and staff to achieve great outcomes. |
| D. Exhibits dispositions regarding the larger purposes of the educational endeavor | D. Aligns all district policies and efforts to ensure that all students are college, career, and life ready and all stakeholders are actively immersed in life-long learning activities. | D. Demonstrates positive dispositions through taking responsibility and showing human characteristics; trusting and empowering others to succeed; sharing power and credit; maintaining focus of self and district on larger, important  issues. | D. Learns and then shares strategies for refocusing on the bigger, human, strategic issues impacting the district and its students. | D. Understands the importance of the bigger, important issues but is mostly immersed in the immediacy of day-to-day operations and emergency responses. |

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| **Practices** | **Exemplary/Expert=4** | **Accomplished=3** | **Developing=2** | **Growth Required=1** |
| E. Displays dispositions about the | E. Aligns district policy and | E. Demonstrates and models | E. Designs a plan to | E. Understands the importance |
| primacy of building and sustaining | procedures to reflect the | the development and | intentionally enhance the | of building long-term |
| positive, long-term relationships | importance of relationship | maintenance of positive and | quality of relationships with key | relationships with all district |
| with all constituents | building and models this | growing long-term relationships | constituencies of the district. | partners and stakeholders. |
|  | disposition with all | with board, staff, and |  |  |
|  | constituencies. | community partners. |  |  |
| F. Develops and implements a hiring | F. Incorporated dispositional | F. Conducts regular training for | F. Develops in-service and | F. Becomes aware of the |
| policy that intentionally includes | elements in all relevant district | personnel involved in hiring | professional development | importance of educator |
| effective dispositions of all | policies and procedures | regarding the importance and | opportunities for staff, | dispositions in the formula that |
| personnel as the core selection | regarding the hiring of all | procedures for hiring educators | principals, and SBDM councils | leads to student performance. |
| element | personnel. | who possess the knowledge, | to incorporate dispositional |  |
|  |  | skills, and DISPOSITIONS | hiring elements in all selection |  |
|  |  | associate with effective | processes. |  |
|  |  | learning, teaching and leading. |  |  |

**Elizabethtown Independent Schools**

**(District Behavior Consultant Form)**

**Self-Reflection and Professional Growth Plan Template**

**District Behavior Consultant**

**Part A: Reflection on Standards for the District Special Education Consultant** *Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (G = Growth Required; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Areas for Growth** |
| *1.* **Demonstrates ProfessionalLeadership** | G | D | A | E |  |
| *2.* **Demonstrates Knowledge of JobArea** | G | D | A | E |  |
| *3.* **Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, and Others** | G | D | A | E |  |
| *4.* **Collaborates with Colleagues, Parents,and Others** | G | 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.

##### Part B: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

(Based on the areas of growth identified in Self-Reflection)

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectivelyimpactimprovementinmyperformanceasa District BehaviorConsultant?** * **How can I develop a plan of action to addressmy professionallearning?** * **How will I know if I accomplishedmyobjective?** |  |

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| **Connection to Standards** | | | |
| The District Special Education Consultant should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
|  | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or professional performance?  What is mypersonal  learning necessaryto make thatchange? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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? |
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(To be approved by last day of current year.)

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| **District Behavior Consultant Signature** | **Date:** |
| **Administrator Signature (Notes Receipt of Document, Not Necessarily Approval):** | **Date:** |

Final Review of the Professional Growth Plan

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| **District Behavior Consultant** | **Administrator(checkone):** Reviewed Achieved |
| **Comments (Optional):** | ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the*** |
|  | ***future.*** |
|  | **Comments:** |

|  |  |
| --- | --- |
| **District Behavior Consultant’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form. A copy will be provided to the District Behavior Consultant.***

##### Elizabethtown Independent Schools

**(District Gifted and Talented Education Coordinator Form)**

##### Self-Reflection and Professional Growth Plan Template

**District Gifted and Talented Education Coordinator**

**Part A: Reflection on Standards for the District Gifted and Talented Education Coordinator**

Reflectontheeffectivenessandadequacyofyourpracticeineachoftheperformancestandards. Providearating(G=GrowthRequired;D=Developing;A=Accomplished; E=Exemplary)oneach performance standard and list your strengths and areas forgrowth.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Areas for Growth** |
| *1.* **Demonstrates ProfessionalLeadership** | G | D | A | E |  |
| *2.* **Leads, Manages, and Monitors theGifted and Talented EducationProgram** | G | D | A | E |  |
| *3.* **Collaborates with Colleagues/Parents/Others** | G | D | A | E |  |
| *4.* **Engages in ProfessionalDevelopment** | G | 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.

##### Part B: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

(Based on the areas of growth identified in Self-Reflection)

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| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectivelyimpactimprovementinmyperformanceasa District Gifted and Talented EducationCoordinator?** * **How can I develop a plan of action to addressmy professionallearning?** * **How will I know if I accomplishedmyobjective?** |  |

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| **Connection to Standards** | | | |
| The District Gifted and Talented Education Coordinator should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
|  | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or professional performance?  What is mypersonal  learning necessaryto make thatchange? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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? |
|  |  |  |  |

(To be approved by last day of current year.)

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| **District Gifted and Talented Education Coordinator Signature** | **Date:** |
| **Administrator Signature (Notes Receipt of Document, Not Necessarily Approval):** | **Date:** |

Final Review of the Professional Growth Plan

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| **District Gifted and Talented Education Coordinator Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved  ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future.*** |
|  | **Comments:** |

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| **District Gifted and Talented Education Coordinator’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form.***

***A copy will be provided to the District Gifted and Talented Education Coordinator.***

##### Elizabethtown Independent Schools

**(Professional Development Facilitator Form)**

##### Self-Reflection and Professional Growth Plan Template

**Professional Development Facilitator**

**Part A: Reflection on Standards for the Professional Development Facilitator** *Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (G = Growth Required; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Areas for Growth** |
| *1.* **Demonstrates ProfessionalLeadership** | G | D | A | E |  |
| *2.* **FostersaCollaborativeCulturetoSupport Educator Development and Student Learning** | G | D | A | E |  |
| *3.* **Accesses and Uses Research toImprove Practice and StudentLearning** | G | D | A | E |  |
| *4.* **Promotes Professional Learningfor ContinuousImprovement** | G | D | A | E |  |
| *5.* **Facilitates Improvements in Instructionand StudentLearning** | G | D | A | E |  |
| 6. **Promotes the Use of Assessments andData for School and DistrictImprovement** | G | D | A | E |  |
| **7. Improves Outreach and Collaborationwith Families andCommunity** | G | D | A | E |  |
| **8. Advocates for Student Learning andthe Profession** | G | 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.

##### Part B: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

(Based on the areas of growth identified in Self-Reflection)

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectivelyimpactimprovementinmyperformanceasa Professional DevelopmentFacilitator?** * **How can I develop a plan of action to addressmy professionallearning?** * **How will I know if I accomplishedmyobjective?** |  |

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| **Connection to Standards** | | | |
| The Professional Development Facilitator should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
|  | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or professional performance?  What is mypersonal  learning necessaryto make thatchange? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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? |
|  |  |  |  |

(To be approved by last day of current year.)

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| **District Professional Development Facilitator Signature** | **Date:** |
| **Administrator Signature (Notes Receipt of Document, Not Necessarily Approval):** | **Date:** |

Final Review of the Professional Growth Plan

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| **District Professional Development Facilitator Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved  ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the future.*** |
|  | **Comments:** |

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| --- | --- |
| **Professional Development Facilitator’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form.***

***A copy will be provided to the Professional Development Facilitator.***

##### Elizabethtown Independent Schools

**(School Psychologist Form)**

##### Self-Reflection and Professional Growth Plan Template

**School Psychologist**

**Part A: Reflection on Standards for the School Psychologist**

Reflect on the effectiveness and adequacy of your practice in each of the performancestandards. Provide a rating (G = Growth Required; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas forgrowth.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Areas for Growth** |
| *1.* **Planning andPreparation** | G | D | A | E |  |
| *2.* **Environment** | G | D | A | E |  |
| *3.* **Delivery ofService** | G | D | A | E |  |
| *4.* **ProfessionalResponsibilities** | G | 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.

##### Part B: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

(Based on the areas of growth identified in Self-Reflection)

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectivelyimpactimprovementinmyperformanceasa SchoolPsychologist?** * **How can I develop a plan of action to addressmy professionallearning?** * **How will I know if I accomplished myobjective?** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Connection to Standards** | | | |
| The School Psychologist should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
|  | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or professional performance?  What is mypersonal  learning necessary to make thatchange? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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 completeeach identified strategy/ action? |
|  |  |  |  |

(To be approved by last day of current year.)

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| **School Psychologist Signature** | **Date:** |
| **Administrator Signature (Notes Receipt of Document, Not Necessarily Approval):** | **Date:** |

Final Review of the Professional Growth Plan

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| **School Psychologist Comments** | **Administrator(checkone):** Reviewed Achieved |
| **(Optional):** | ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in the*** |
|  | ***future.*** |
|  | **Comments:** |

|  |  |
| --- | --- |
| **School Psychologist’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form.***

***A copy will be provided to the School Psychologist.***

##### Elizabethtown Independent Schools

**(Workforce Readiness Coordinator/Counselor Form)**

##### Self-Reflection and Professional Growth Plan Template

**Workforce Readiness Coordinator/Counselor**

**Part A: Reflection on Standards for the Workforce Readiness Coordinator/Counselor**

Reflectontheeffectivenessandadequacyofyourpracticeineachoftheperformancestandards. Providearating(G=GrowthRequired;D=Developing;A =Accomplished;E=Exemplary)oneach performance standard and list your strengths and areas forgrowth.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Areas for Growth** |
| *1.* **Demonstrates ProfessionalLeadership** | G | D | A | E |  |
| *2.* **Designs, Plans, Implements, andMonitors the Workforce ReadinessProgram** | G | D | A | E |  |
| *3.* **Counsels Students andCommunicates Analysis of Students’ LearningPlans** | G | D | A | E |  |
| *4.* **Collaborates with Colleagues/Parents/Others** | G | D | A | E |  |
| *5.* **Engages in ProfessionalDevelopment** | G | 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.

##### Part B: Connecting Priority Growth Needs to Professional Growth Planning (PGP)

(Based on the areas of growth identified in Self-Reflection)

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectivelyimpactimprovementinmyperformanceasa Workforce ReadinessCoordinator/Counselor?** * **How can I develop a plan of action to addressmy professionallearning?** * **How will I know if I accomplishedmyobjective?** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Connection to Standards** | | | |
| The Workforce Readiness Coordinator/Counselor should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
|  | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or professional performance?  What is mypersonal  learning necessaryto make thatchange? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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? |
|  |  |  |  |

(To be approved by last day of current year.)

|  |  |
| --- | --- |
| **Workforce Readiness Coordinator/Counselor Signature** | **Date:** |
| **Administrator Signature (Notes Receipt of Document, Not Necessarily Approval):** | **Date:** |

Final Review of the Professional Growth Plan

|  |  |
| --- | --- |
| **Workforce Readiness Coordinator/Counselor Comments (Optional):** | **Administrator(checkone):** Reviewed Achieved ***If the Professional Growth Plan is not achieved, please indicate what needs to be addressed in thefuture.*** |
|  | **Comments:** |

|  |  |
| --- | --- |
| **Workforce Readiness Coordinator/Counselor’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form.***

***A copy will be provided to the Workforce Readiness Coordinator/Counselor.***



**Elizabethtown Independent Schools**

### Observation/Site Visit Form:

**Date of SiteVisit:**

**District BehaviorConsultant:**

**Evaluator:**

**Date of Site VisitConference:**

Evaluator’sSignature District Behavior Consultant’sSignature

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the employee.*

*The evaluator will keep the original copy of the form.)*

##### STANDARD 1: Demonstrates Professional Leadership

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Assumes and completes duties promptly andeffectively.
  2. Demonstrates punctuality and good attendance for allduties.
  3. Adheres to school board policies and administrativeprocedures.
  4. Handles confidential matters or information in a professionalmanner.
  5. Assumes responsibility for assigned elements of the district’s Response to Behaviorprogram.
  6. Adheres to the Professional Code ofEthics.
  7. Builds positive relationships within and between school andcommunity.
  8. Participates in professional organizations andactivities.
  9. Writes and speakseffectively.
  10. Treats people fairly, equitably and with dignity andrespect.
  11. Demonstrates appreciation for and sensitivity to the diversity in the schoolcommunity.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 2: Demonstrates Knowledge of Job Area**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Suggests alternative instructional and behavioral management strategies toteachers.
  2. Identifies appropriate instructional strategies for eachchild/youth.
  3. Demonstrates instructional strategies and/or behavior management techniques, especiallyfornewteachers in thedistrict.
  4. Supports colleagues by serving in roles such as mentor and/or coach in the areas ofbehavior Management.
  5. Is knowledgeable of current crisis intervention techniques and provides training forpeers.
  6. Is aware of available communityresources.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 3: Demonstrates Effective Interpersonal and Communication Skills with Peers, Parents, and Others**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Deals with teachers, student and parents in a positive, constructivemanner.
  2. Creates a favorable professional image in the school andcommunity.
  3. Communicates and interprets Response to Behavior and PBIS programs to the staff, parents,and appropriate communityagencies.
  4. Handles the concerns of peers and parents in a sensitivemanner.
  5. Ensures that oral and written communications are clear, accurate and carefullycomposed.
  6. Handles problems in a consistent and fairmanner.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 4: Collaborates with Colleagues, Parents, and Others**

PERFORMANCE CRITERIA:

The extent to which the District Behavior Consultant:

* 1. Cooperates with administrative staff in order to accomplish school and boardobjectives.
  2. Participates in or chairs RtB leadership team meetings and ILP meetings for students inalternative programs.
  3. Encourages utilization of communityresources.
  4. Attend meetings and consultations as it pertains to behavioreducation.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Review of Additional Data Impacting the District Employee’s Evaluation**

* **Review progress on Professional GrowthGoal:**

**Comments:**

* **Additional Comments(Optional):**



**Elizabethtown Independent Schools**

**Observation/Site Visit Form:**

**Date of SiteVisit:**

**Gifted and Talented EducationCoordinator:**

**Evaluator:**

**Date of Site VisitConference:**

Evaluator’sSignature Gifted and Talented Education Coordinator’sSignature

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the employee.*

*The evaluator will keep the original copy of the form.)*

##### STANDARD 1: Demonstrates Professional Leadership

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Assumes responsibility for the district gifted and talented educationprogram.
  2. Assumes and completes tasks promptly andeffectively.
  3. Writes and speakseffectively.
  4. Adheres to school board policies and administrativeprocedures.
  5. Handles confidential matters or information in a professionalmanner.
  6. Builds positive relationships within and between school andcommunity.
  7. Treats people fairly, equitably and with dignity andrespect.
  8. Models nondiscriminatory practices in allactivities.
  9. Demonstrates appreciation for and sensitivity to the diversity in the schoolcommunity.
  10. Promotes leadership potential in colleagues andstudents.
  11. Contributes to the professional knowledge and expertise about teaching andlearning.
  12. Presentsthegiftededucationprograminamannerthatreflectssensitivitytomulticulturalandglobal perspectives.
  13. Representsthedistrictinprojectsandinitiativesalignedtogiftededucationatthelocal,regional,state, and nationallevels.
  14. Communicates the district’s gifted and talented education program goals to allstakeholders.
  15. Demonstratesproductiveleadershipandteammembershipskillsthatfacilitatethedevelopmentof mutually beneficialgoals.
  16. Manages time to maximize attainment of districtgoals.
  17. Adheres to the Professional Code ofEthics.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 2: Leads, Manages, and Monitors the Gifted and Talented Education Program**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Monitors the implementation of the district’s gifted and talented educationprogram.
  2. Develops and manages the budget of the gifted and talented educationprogram.
  3. Monitors the overall achievement data results and ensures all high ability students are beingchallenged.
  4. Assists in the design of differentiated education and assists school personnel in appropriate dissemination, evaluation,and revision of written education plans for gifted and talented students.
  5. Assists professional learning communities and individuals to determine differentiated instruction, assessments, andresources.
  6. Develops and implements research-based procedures for identifying gifted and talentedstudents.
  7. Assistsstaffindevelopingspecializedlearningactivitiesforstudentswhohaveneedsbeyondtheclassroomcurriculumto include: cluster grouping, pull-out programs, cross grade offerings, out of level offerings, college courses, internships, independent projects, etc.
  8. Works with teachers in identifying the potentially gifted students in theirclassrooms.
  9. Plans orientations and ongoing inservice training of staff in areas pertinent to giftededucation.
  10. Orders, organizes and disseminates materials that can be appropriately used with gifted students by classroomteachers.
  11. Utilizes assessment techniques and resources that can assist in the identification of gifted and talented needsfor students; oversees the testing and identification of gifted and talentedstudents.
  12. Conducts routine audits of school-based gifted and talented services to ensure compliance with the districtplan.
  13. Isresponsiblefortheaccuracyofthegiftedandtalentedstudentdatabaseandfiles;maintainsdistrictandstudentconfidential records.
  14. Ensures that appropriate assessment instruments and protocols are ordered for use in thedistrict.
  15. Ensures parental or guardian permission has been secured prior to the administration of assessments tostudents.
  16. Assesses the accomplishments of students on a regular basis and provides progress reports asnecessary.
  17. Monitors student progress and interprets the results ofevaluation.
  18. Serves as an advocate for the needs of gifted and talented students in a professional and appropriatemanner.
  19. Provides resources for teachers who are working with gifted and talentedstudents.
  20. Provides leadership for the integration of the gifted and talented program into all contentareas.
  21. Plans and implements staff development activities related to the gifted and talented program asrequested.
  22. Assists in curriculum development, implementation, and revision asrequested.
  23. Serves as a resource and advisor to principals and teachers regarding the gifted and talented educationprogram.
  24. Coordinates gifted and talented educational activities and events such as field trips, special exhibits, andcontests.
  25. Develops appropriate advocacy positions/statements for the gifted and talented educationprogram.
  26. Initiates and develops projects to enhance and support the gifted educationprogram.
  27. Markets the gifted and talented education program to students, parents, and thecommunity.
  28. Conducts research and writes grants to secure additional funding for the gifted and talented education program asdirected.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 3: Collaborates with Colleagues/Parents/Others**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Communicates with student and parents in a positive, constructivemanner.
  2. Maintains a positive working relationship with allstakeholders.
  3. Creates a favorable professional image in the school andcommunity.
  4. Interprets present programs and proposed program changes to the board, the administrators, thestaff and the general public.
  5. Handles the concerns of parents in a sensitivemanner.
  6. Ensures that the oral and written communications to parents are clear, accurate and carefullycomposed.
  7. Handles problems in a consistent and fairmanner.
  8. Cooperates with administrative staff in order to accomplish school and districtobjectives.
  9. Actively participates in all meetings of the Gifted Education AdvisoryCouncil.
  10. Provides opportunities for parent involvement and communicates with district leaders regardedgifted educationissues.
  11. Maintains the district’s collaborative relationship with established professional organizations related to gifted and talented education in the region and state.
  12. Invites colleagues, parents, community representatives, and others to collaborate on and participatein the gifted and talented educationprogram.
  13. Effectively employs conflict resolution skills, group-process and consensus-building skills, and communication skills; practices effectivelistening.
  14. Works with colleagues to administer an effective learning climate within thedistrict.
  15. Shares responsibilities to maximize ownership of and accountability for the gifted educationprogram.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 4: Engages in Professional Development**

PERFORMANCE CRITERIA:

The extent to which the Gifted and Talented Education Coordinator:

* 1. Establishes priorities for professionalgrowth.
  2. Reflects on and analyzes professional performance to help identify professional developmentneeds.
  3. Applies the knowledge, skills, and processes acquired through professionaldevelopment.
  4. Modifiespersonalprofessionaldevelopmentplantoimproveperformanceandpromotestudent learning.
  5. Participates in professional organizations andactivities.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Review of Additional Data Impacting the District Employee’s Evaluation**

* **Review progress on Professional GrowthGoal:**

**Comments:**

* **Additional Comments(Optional):**



**Elizabethtown Independent Schools**

**Observation/Site Visit Form:**

**Date of SiteVisit:**

**Professional DevelopmentFacilitator:**

**Evaluator:**

**Date of Site VisitConference:**

Evaluator’sSignature Professional Development Facilitator’sSignature

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the employee.*

*The evaluator will keep the original copy of the form.)*

##### STANDARD 1: Demonstrates Professional Leadership

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Assumes and completes tasks promptly andeffectively.
  2. Writes and speakseffectively.
  3. Adheres to school board policies and administrativeprocedures.
  4. Handles confidential matters or information in a professionalmanner.
  5. Builds positive relationships within and between school andcommunity.
  6. Treats people fairly, equitably, and with dignity andrespect.
  7. Models nondiscriminatory practices in allactivities.
  8. Demonstrates appreciation for and sensitivity to the diversity in the schoolcommunity.
  9. Contributes to the professional knowledge and expertise about teaching andlearning.
  10. Demonstrates productive leadership and team membership skills that facilitate the developmentof mutually beneficialgoals.
  11. Manages time to maximize attainment of districtgoals.
  12. Adheres to the Professional Code ofEthics.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 2: Fosters a Collaborative Culture to Support Educator Development and Student Learning**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Utilizes group processes to help colleagues work collaboratively, make decisions, manage conflict,and promote meaningfulchange.
  2. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating,and identifying the needs of self and others in order to advance shared goals and professionallearning.
  3. Employs facilitation skills to create trust among colleagues, develop collective wisdom, buildownership and action that supports studentlearning.
  4. Strives to create an inclusive culture where diverse perspectives are welcomed in addressingchallenges.
  5. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages topromote effective interactions amongcolleagues.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 3: Accesses and Uses Research to Improve Practice and Student Learning**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Assists colleagues in accessing and using research in order to select appropriate strategies toimprove studentlearning.
  2. Facilitates the analysis of student learning data, collaborative interpretation of results, and applicationof findings to improve teaching andlearning.
  3. Teaches and supports colleagues to collect, analyze, and communicate data from their classroomsto improve teaching andlearning.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 4: Promotes Professional Learning for Continuous Improvement**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Collaborateswithcolleaguesandschooladministratorstoplanprofessionallearningthatisteam-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvementgoals.
  2. Usesinformationaboutadultlearningtorespondtothediverselearningneedsofcolleaguesby identifying, promoting, and facilitating varied and differentiated professionallearning.
  3. Facilitates professional learning amongcolleagues.
  4. Identifiesandusesappropriatetechnologiestopromotecollaborativeanddifferentiatedprofessional learning.
  5. Workswithcolleaguestocollect,analyze,anddisseminatedatarelatedtothequalityofprofessional learning and its effect on teaching and studentlearning.
  6. Advocatesforsufficientpreparation,time,andsupportforcolleaguestoworkinteamstoengageinjob- embedded professionallearning.
  7. Providesconstructivefeedbacktocolleaguestostrengthenteachingpracticeandimprovestudent learning.
  8. Usesinformationaboutemergingeducation,economic,andsocialtrendsinplanningandfacilitating professionallearning.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Standard 5: Facilitates Improvements in Instruction and Student Learning**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, andschool culture.
  2. Engages in reflective dialog with colleagues based on observation of instruction, student work,and assessment data and helps make connections to research-based effectivepractices.
  3. Supports colleagues’ individual and collective reflection and professional growth by servingin roles such as mentor, coach, and contentfacilitator.
  4. Serves as a team leader to harness the skills, expertise, and knowledge of colleagues toaddresscurricular expectations and student learningneeds.
  5. Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, usesocialmedia to promote collaborative learning, and connect with people and resources around theglobe.
  6. Promotes instructional strategies that address issues of diversity and equity in theclassroomandensures that individual student learning needs remain the central focus ofinstruction.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Standard 6: Promotes the Use of Assessments and Data for School and District Improvement**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Increases the capacity of colleagues to identify and use multiple assessment tools aligned tostate and localstandards.
  2. Collaborates with colleagues in the design, implementation, scoring, and interpretation ofstudent data to improve educational practice and studentlearning.
  3. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identifiedissues.
  4. Works with colleagues to use assessment and data findings to promote changes ininstructional practices or organizational structures to improve studentlearning.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Standard 7: Improves Outreach and Collaboration with Families and Community**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues,families, and the largercommunity.
  2. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.
  3. Facilitates colleagues’ self-examination of their own understandings of community cultureand diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for allstudents.
  4. Develops a shared understanding among colleagues of the diverse educational needs offamilies and thecommunity.
  5. Collaborates with families, communities, and colleagues to develop comprehensive strategiesto address the diverse educational needs of families and thecommunity.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Standard8: Advocates for Student Learning and theProfession**

PERFORMANCE CRITERIA:

The extent to which the Professional Development Facilitator:

* 1. Shares information with colleagues within and/or beyond the district regarding how local,state, and national trends and policies can impact classroom practices and expectations for student learning.
  2. Works with colleagues to identify and use research to advocate for teaching andlearning processes that meet the needs of allstudents.
  3. Collaborates with colleagues to select appropriate opportunities to advocate for the rightsand/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and communitymembers.
  4. Advocates for access to professional resources, including financial support and human andother material resources that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.
  5. Represents and advocates for the profession in contexts outside of theclassroom.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Review of Additional Data Impacting the District Employee’s Evaluation**

* **Review progress on Professional GrowthGoal:**

**Comments:**

* **Additional Comments(Optional):**



**Elizabethtown Independent Schools**

**Observation/Site Visit Form:**

**Date of SiteVisit:**

**SchoolPsychologist:**

**Evaluator:**

**Date of Site VisitConference:**

Evaluator’sSignature School Psychologist’sSignature

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the employee.*

*The evaluator will keep the original copy of the form.)*

##### STANDARD 1: Planning and Preparation (KY Framework for Other Professionals)

PERFORMANCE CRITERIA:

The extent to which the school psychologist:

* + - Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
    - Demonstrating knowledge of child and adolescent development andpsychopathology
    - Establishing goals for the psychology program appropriate to the setting and the studentsserved
    - Demonstrating knowledge of state and federal regulations and the resources both within and beyondthe school anddistrict
    - Planning the psychology program integrated with the regular school program to meet the needsofindividual students and includingprevention
    - Developing a plan to evaluate the psychologyprogram

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 2: Environment**

PERFORMANCE CRITERIA:

The extent to which the school psychologist:

* + - Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
    - Demonstrating knowledge of child and adolescent development andpsychopathology
    - Establishing goals for the psychology program appropriate to the setting and the studentsserved
    - Demonstrating knowledge of state and federal regulations and the resources both within and beyondthe school anddistrict
    - Planning the psychology program integrated with the regular school program to meet the needsofindividual students and includingprevention
    - Developing a plan to evaluate the psychologyprogram

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 3: Delivery of Service**

PERFORMANCE CRITERIA:

The extent to which the school psychologist:

* + - Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
    - Demonstrating knowledge of child and adolescent development andpsychopathology
    - Establishing goals for the psychology program appropriate to the setting and the studentsserved
    - Demonstrating knowledge of state and federal regulations and the resources both within and beyondthe school anddistrict
    - Planning the psychology program integrated with the regular school program to meet the needsof individual students and includingprevention
    - Developing a plan to evaluate the psychologyprogram

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 4: Professional Responsibilities**

PERFORMANCE CRITERIA:

The extent to which the school psychologist:

* + - Demonstrating knowledge and skill in using psychological instruments to evaluatestudents
    - Demonstrating knowledge of child and adolescent development andpsychopathology
    - Establishing goals for the psychology program appropriate to the setting and the studentsserved
    - Demonstrating knowledge of state and federal regulations and the resources both within and beyondthe school anddistrict
    - Planning the psychology program integrated with the regular school program to meet the needsofindividual students and includingprevention
    - Developing a plan to evaluate the psychologyprogram

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Review of Additional Data Impacting the District Employee’s Evaluation**

* **Review progress on Professional GrowthGoal:**

**Comments:**

* **Additional Comments(Optional):**



**Elizabethtown Independent Schools**

**Observation/Site Visit Form:**

**Date of SiteVisit:**

**Workforce ReadinessCoordinator/Counselor:**

**Evaluator:**

**Date of Site VisitConference:**

Evaluator’sSignature Workforce Readiness Coordinator’sSignature

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the employee.*

*The evaluator will keep the original copy of the form.)*

##### STANDARD 1: Demonstrates Professional Leadership

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Builds positive relationships within and between school andcommunity.
  2. Promotes leadership potential in colleagues andstudents.
  3. Writes and speakseffectively.
  4. Contributes to the professional knowledge and expertise about teaching andlearning.
  5. Participates in the development and design of policy within thedistrict as well as community organizations with educationally relatedinterests.
  6. Initiates and develops projects to enhance and support the workforce readinessprogram.
  7. Effectively employs conflict resolution skills, group-process and consensus-building skills,and communication skills; practices effectivelistening.
  8. Presents content and the workforce readiness program in a manner that reflects sensitivityto multicultural and globalperspectives.
  9. Works with colleagues to administer an effective learning climate within thedistrict.
  10. Manages time to maximize attainment of districtgoals.
  11. Shares responsibilities to maximize ownership of and accountability for the workforcereadiness program.
  12. Adheres to the Professional Code ofEthics.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 2: Designs, Plans, Implements, and Monitors the Workforce Readiness Program**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Demonstrates a general knowledge of the workforce readiness program that allows forintegration of ideas and information across the disciplines, the district, and thecommunity.
  2. Connects content knowledge to real-worldapplications.
  3. Collaborates with teachers to analyze and structure varied approaches to instruction andstudent learning.
  4. Establishes strong working relationships and partnerships with area businesses, institutionsof higher education, and community groups to enhance and strengthen the workforce readiness program and support districtgoals.
  5. Seeks, develops, implements, and manages grants and funding to enhance the workforcereadiness program.
  6. Defines needs and priorities; determines objectives; and addresses expectations forworkforce readinessinitiatives.
  7. Bases decisions on research, expertise of other professionals, and the recommendationsof communityrepresentatives.
  8. Creates experiences that challenge, motivate, and actively involvelearners.
  9. Develops and incorporates learning experiences that encourage students to be adaptable,flexible, resourceful, creative, and employ criticalthinking.
  10. Develops and incorporates strategies that demonstrate sensitivity to students’differences.
  11. Uses knowledge of learning, teaching, and student development to informdecision-making.
  12. Recognizes, studies, and applies emerging trends asappropriate.
  13. Secures and uses a variety of appropriate district and community resources to support learning opportunities, workforce readiness and potential careers forstudents.
  14. Reflects on and analyzes data from the incorporation of workforce readiness initiatives,and provides information from the analysis to appropriate districtleadership.
  15. Evaluates the program to assure its contribution to the district’s mission andgoals.
  16. Promotes and publicizes accomplishments related to the workforce readinessprogram.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 3: Counsels Students and Communicates Analysis of Students’ Learning Plans**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Shows consistent sensitivity to individuals and responds to studentsobjectively.
  2. Treats all individuals with fairness, dignity, andrespect.
  3. Guides individuals and groups of students through the development of educational andcareer plans.
  4. Organizes activities, workforce readiness assessments and certifications to accomplishneeds, priorities and objectives specified by school, district, andstate.
  5. Communicates specific goals and high expectations forlearning.
  6. Selects and uses assessments asneeded.
  7. Collects and analyzes data on students’ learning plans, and maintains up-to-date recordson students’ progress with learningplans.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 4: Collaborates with Colleagues/Parents/Others**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

4.1. Invites colleagues, parents, community representatives, and others to collaborate on andparticipate in the workforce readinessprogram.

* 1. Discusses with parents, students and others the purpose and scope of the workforcereadiness program.
  2. Demonstrates productive leadership and team membership skills that facilitatethe development of mutually beneficialgoals.
  3. Recognizes and responds appropriately to differences in abilities and social and/orcultural backgrounds
  4. Analyzes previous collaborative experiences to improve futureexperiences.
  5. Assesses students' special needs and collaborates with school services and community agenciesto meet thoseneeds.
  6. Recognizes and valuesdiversity.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**STANDARD 5: Engages in Professional Development**

PERFORMANCE CRITERIA:

The extent to which the Workforce Readiness Coordinator/Counselor:

* 1. Establishes priorities for professionalgrowth.
  2. Reflects on and analyzes professional performance to help identify professionaldevelopment needs.
  3. Applies the knowledge, skills, and processes acquired through professionaldevelopment.
  4. Modifies personal professional development plan to improve performance and promotestudent learning.

Evidence requested by the evaluator or provided by the district employee: Indicatecontributorwithan(E)or(DE).

**Evaluator’s Feedback:**

**Review of Additional Data Impacting the District Employee’s Evaluation**

* **Review progress on Professional GrowthGoal:**

**Comments:**

* **Additional Comments(Optional):**

**Reflective Practice and Professional Growth Planning Template**

|  |  |
| --- | --- |
| **District Administrator** |  |
| **Position** |  |

**Part A: Reflection on Standards for the District Administrator**

*Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (G*

*=GrowthRequired;D=Developing;A=Accomplished;E=Exemplary)oneachperformancestandardandlistyour strengths and areas forgrowth.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Areas for Growth** |
| *1.* **StrategicLeadership** | G | D | A | E |  |
| *2.* **InstructionalLeadership** | G | D | A | E |  |
| *3.* **CulturalLeadership** | G | D | A | E |  |
| *4.* **Human ResourceLeadership** | G | D | A | E |  |
| *5.* **ManagerialLeadership** | G | D | A | E |  |
| 6. **External DevelopmentLeadership** | G | D | A | E |  |
| **7. MicropoliticalLeadership** | G | D | A | E |  |
| **8. Dispositions – HumanElements** | G | 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 growthgoals.

##### Part B: Professional Growth Planning (PGP)

Based on the areas of growth identified in Self-Reflection.

|  |  |
| --- | --- |
| **Professional Growth Goal:**   * **What do I want to change about my practices that will effectively impact improvement in my performance as a districtadministrator?** * **How can I develop a plan of action to address my professionallearning?** * **How will I know if I accomplished myobjective?** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Connection to Standards** | | | |
| The District Administrator should connect the PGP Goal to the appropriate performance standard and list that standard below. | | | |
|  | | | |
| **Action Plan** | | | |
| **Professional Learning**  What do I want to change about my leadership or professional performance?  What is mypersonal  learning necessary to make thatchange? | **Strategies/Actions**  What will I need to do in order to learn my identified skill or content?  How will I apply what I have learned?  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? |
|  |  |  |  |

|  |  |
| --- | --- |
| **District Administrator’s Signature:** | **Date:** |
| **Evaluator’s Signature:** | **Date:** |

***The evaluator will maintain the original copy of this form. A copy will be provided to the district administrator.***



## Elizabethtown Independent Schools

### Observation/Site Visit Form:

**Date of SiteVisit:**

**DistrictAdministrator:**

**Evaluator:**

**Date of Site VisitConference:**

Evaluator’sSignature DistrictAdministrator’sSignature \_

*(Signature denotes receipt of the site visit and conference documentation, not necessarily agreement with the contents of the form.)*

*(A copy of the completed form will be provided to the district administrator.*

*The evaluator will keep the original copy of the form.)*

**Standard 1. Strategic Leadership**

Superintendents create conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school; is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. They create a community of inquiry that challenges itself to continually repurpose by building on the district’s core values and beliefs about the preferred future, and then developing a vision that reflects the future.

**A district administrator demonstrates effective strategic leadership practices when he/she:**

* + 1. Createsaworkingrelationshipwiththelocalboardofeducationthatresultsinasharedvisionforthedistrictwhichguidesthe schools in preparing students to enter the changing world of the 21stcentury
    2. Systematically challenges the status quo by leading change with potentially beneficialoutcomes
    3. Systematicallyconsidersnewandinnovativewaysofaccomplishingtasksandiscomfortablewithmajorchangesinhowprocesses areimplemented
    4. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff,boardmembers,parents,andotherstakeholdersregardingthestrategicdirectionofthedistrict,andencouragesfeedbackon how to better attain the district’s vision, mission andgoals
    5. Serves as a driving force behind major initiatives that help students acquire 21stcenturyskills
    6. Createsprocessesthatprovideforthedevelopment,periodicreview,andrevisionofthedistrict’svision,missionandstrategic goals by allstakeholders
    7. Createsprocessestoinsurethedistrict’sidentity(vision,mission,values,beliefsandgoals)actuallydrivesdecisionsandreflects the preferred culture of thedistrict
    8. Facilitatesthecollaborativedevelopmentofannualschoolimprovementplanstorealizestrategicgoalsandobjectives,adhering to statutoryrequirements
    9. Facilitatesthedevelopmentandimplementationofadistrictstrategicplan,alignedtothemissionandgoalssetbytheKentucky Board of Education and local priorities, using multiple sources of data (e.g. student performance data, data from KREP, universal screeners, TELL Surveys) in concert with the local board ofeducation
    10. Determines financial priorities in concert with the local board of education based on the CDIP andCSIPs
    11. Facilitates the implementation of federal, state, and local educationpolicies
    12. Facilitates the setting of high, concrete goals and the expectations that all students meetthem
    13. Monitors progress in meeting districtgoals
    14. Communicatesstrongprofessionalbeliefsaboutschools,learning,andteachingthatreflectthelatestresearchandbestpractices in preparing students for success in post secondary education, in work, and for life in the21stcentury
    15. Creates processes to distribute leadership through thedistrict

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Standard 2: Instructional Leadership**

The core business of school superintendents must always be teaching and learning in a system committed to shared values and beliefs, and challenging, equitable education programs and learning experiences for all students. The moral imperative of school district leadership is to create and sustain schools where all students learn, where performance gaps are systematically eliminated over time, and where the primary goal of the adults in the system is to ensure that every student graduates from high school ‘college-and-career ready’, prepared for a productive life in the 21st century.

Effective superintendents facilitate the stewardship of learning by creating professional learning communities focused on highly engaging, relevant instruction and improved student learning. They set specific achievement targets for schools and students and then monitor those targets, ensuring consistent sue of research-based best instructional practices in all schools and classrooms.

**A district administrator demonstrates effective instructional leadership practices when he/she:**

1. Leads with a clear, high profile focus on learning and teaching grounded on high expectations andgoals
2. Models learning for staff andstudents
3. Communicates high expectations for student achievement to staff andstakeholders
4. Challenges staff to reflect deeply on, define, and deliver the knowledge, skills, and concepts essential for ensuring every student graduates from high school globally competitive, ready for college and career, and prepared for a productive life in the 21stcentury
5. Establishesandsustainsasystemthatoperatesasacollaborativelearningorganizationthroughstructures(includingeffective, high performing professionallearning

communities) that support improved instruction and student learning at all levels

1. Monitors effectiveness of instructional programs at the student, group, and programmaticlevel
2. Monitors the efficient use of funds for student learning that produces effectiveresults

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Standard 3: Cultural Leadership**

Superintendentsunderstandandactontheimportantroleasystem’sculturehasintheexemplaryperformanceofall schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community,a

superintendent must be able to “re-culture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

**A district administrator demonstrates effective cultural leadership practices when he/she:**

1. Communicatesstrongidealsandbeliefsaboutschooling,teaching,studentlearning,andprofessionallearningcommunitieswith all stakeholders and then operates from thosebeliefs
2. Buildscommunityunderstandingofwhatisrequiredtoensurethateverypublicschoolstudentgraduatesfromhighschool globally competitive for work and post-secondary education and prepared for life in the 21stcentury
3. Creates a school system (and not a “system of schools”) in which shared vision and equitable practices are thenorm
4. Buildstrustandpromotesrelationshipsandasenseofwell-beingbetweenandamongstaff,students,parents,andthe community atlarge
5. Systematically and fairly acknowledges the areas of need and celebrates accomplishments of thedistrict
6. Visibly supports and actively engages in the positive, culturally responsive traditions of thecommunity
7. Creates opportunities for both staff involvement in the community and community involvement in theschools
8. Creates an environment in which diversity is valued andpromoted

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Performance Standard 4: Human Resource Leadership**

Superintendents ensure the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

**A district administrator demonstrates effective human resource leadership practices when he/she:**

1. Ensuresnecessaryresources,includingtimeandpersonnel,areallocatedtoachievethedistrict’sgoalsforachievementand instruction
2. Providesforthedevelopmentofeffectiveprofessionallearningcommunitiesalignedwiththedistrictstrategicplan,focusedon results, and characterized by collective responsibility for the 21st century studentlearning
3. Participatesinconsistent,sustained,andopencommunicationwithschoolexecutivesparticularlyabouthowpoliciesand practices relate to the district mission andvision
4. Modelstheimportanceofcontinuedadultlearningbyengaginginactivitiestodevelopprofessionalknowledge,skill,andabilities
5. Communicates a positive attitude about the ability of personnel to accomplish substantialoutcomes
6. Creates processes for educators to assume leadership and decision- makingroles
7. Ensuresprocessesforhiring,inductingandmentoringnewteachersnewschoolexecutives,andotherstaffresultinthe recruitment and retention of highly qualified and diversepersonnel
8. Uses data, including the results of the TELL survey, to create and maintain a positive workenvironment
9. Ensures all staff are evaluated in a fair and equitable manner and evaluation results are used toimproveperformance
10. Providesforresults-orientedprofessionaldevelopmentthatisalignedwithidentified21stcenturycurricular,instructional,and assessment needs; is connected to district improvement goals; and is differentiated based on staffneeds
11. Continuouslysearchesforthe bestplacementandutilizationofstafftofully develop andbenefitfromtheirstrengths
12. Identifies strategic leadership positions in the district and has a succession plan for each keyposition

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Standard 5: Managerial Leadership**

Superintendents ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

**A district administrator demonstrates effective managerial leadership practices when he/she:**

1. Applies and assesses current technologies for management, business procedures, andscheduling
2. Createscollaborativebudgetprocessestoalignresourceswiththedistrictvisionandstrategicplanthroughproactive financial leadership using a needs assessmentprocess
3. Identifies and plans for facilityneeds
4. Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organizationchanges
5. Collaborativelydevelopsandenforcesclearexpectations,structures,rulesandproceduresforeffectiveandefficient operations
6. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democraticway
7. Assuresasystemofcommunicationthatprovidesforthetimelyandresponsibleexchangesofinformationamongschool and district staff and stakeholdergroups
8. Assuresschedulingprocessesandprotocolsthatmaximizestaffinput,addressesdiversestudentlearningneeds,and provides individual and ongoing collaborative planning time for everyteacher
9. Creates processes for the storage, security, privacy and integrity of data
10. Collaborativelydevelopsandenforcesclearexpectations,structures,rulesandproceduresforensuringthesafetyof students and staff
11. Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federalofficials

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Standard 6: External Development Leadership**

Superintendents, in concert with the local board of education, design structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, superintendents proactively create - with school and district staff - opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.

**A district administrator demonstrates effective external development leadership practices when he/she:**

* 1. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and itsschools
  2. Implementsprocessesthatengagestakeholdersinshapingandthensupportingsignificant(nonnegotiable)achievementand instructional goals for the district and itsschools
  3. Createssystemsthatengagethelocalboardandallcommunitystakeholdersinasharedresponsibilityforaligningtheirsupport toward the district’s goals for student and schoolsuccess
  4. Designs protocols and processes that ensure compliance with federal, state and districtmandates
  5. Developsandimplementsproactivepartnershipswithcommunitycolleges,universities, professionalassociations,andotherkey professionaldevelopmentorganizationstoprovideeffectivetraininganddevelopmentopportunitiesforschooldistrictemployees
  6. Developsandimplementsproactivepartnershipswithcommunitycollegesanduniversitiestoensureallstudentshaveaccessto college courses while in high school and that barriers to enrollment areeliminated
  7. Communicatesthestatusandneedsoftheschoolsanddistricttothelocalboard,allcommunitystakeholders,andmediato garner additional support for meeting district goals
  8. Buildsrelationshipswithindividualsandgroupstosupportthedistrict’slearning—teachingagendaanditspotentialforindividual school and districtimprovement

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Standard 7: Micropolitical Leadership**

Superintendentspromotethesuccessoflearningandteachingbyunderstanding,respondingto,andinfluencingthelargerpolitical, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for allstudents.

**Adistrictadministratordemonstrateseffectivemicropoliticalleadershippracticeswhenhe/she:**

1. Providesleadershipindefiningsuperintendentandboardrolesandmutualexpectationsthatresultinaneffective superintendent-board workingrelationship
2. Defines and understands the internal and external political systems and their impact on the educationalorganization
3. Defines, understands, and communicates the impact of legal and ethical issues affecting publiceducation
4. Surveysandunderstandsthepolitical,economic,andsocialaspects/needsofgroupsinthecommunity,andthoseofthe community at large for effective and responsivedecision-making
5. Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federalrequirements
6. Applies laws, policies, and procedures fairly, wisely, andconsiderately
7. Utilizes legal systems to protect the rights of students and staff, and to improve learningopportunities
8. Accesses local, state and national political systems to provide input on critical educationalissues

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Standard 8: Dispositions-Human Elements**

The effective superintendent is first and foremost an effective person. Superintendents must know much and have many skills. However, what differentiates effective transformational leaders (those who can facilitate more than a year’s worth of growth with a year’s worth of effort) from the rest is that they are successful not only because of what they know and do but because of who they are shining through their knowledge and skills. These human qualities – core values, beliefs and perceptions – are called dispositions. Four areas of dispositions that have the greatest impact on facilitating progress and positive change in people and organizations are: (1) realistic and positive dispositions about oneself; (2) the belief that others are valuable, able, and worthy; (3) dispositions about the larger purposes of the educational endeavor; and (4) dispositions about the primacy of building and sustaining positive, long-term relationships with all constituents. High performing schools/districts recognize the importance of these dispositions and intentionally hire for and grow them in all partners.

**A district administrator demonstrates effective strategies for leading dispositional growth in self and others when he/she:**

1. Facilitatesconversationswith**all**constituenciesregardingtheimportanceofdispositions—thehumanelements—inteaching, learning, andleading
2. Develops and grows realistic and positive dispositions about oneself and facilitates growth inothers
3. Demonstrates a belief in the value, ability, and worthiness of staff, students, and communitymembers
4. Exhibits dispositions regarding the larger purposes of the educationalendeavor
5. Displays dispositions about the primacy of building and sustaining positive, long-term relationships withallconstituents
6. Developsandimplementsahiringpolicythatintentionallyincludeseffectivedispositionsofallpersonnelasthecoreselection element

Evidence requested by the evaluator or provided by the district administrator: Indicatecontributorwithan(E)or(DA).

**Evaluator’s Feedback:**

**Review of Additional Data Impacting the District Administrator’s Evaluation**

* **Review progress on Professional GrowthGoal:**

**Comments:**

* **Additional Comments(Optional):**

**Elizabethtown Independent Schools**

**SUMMATIVE EVALUATION FOR DISTRICT BEHAVIOR CONSULTANT**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

District Behavior Consultant\_\_

Evaluator Position

**Professional Practice**

(Indicate the District Behavior Consultant’s performance measure for each standard.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Planning** *Standard 4*: Collaborates with Colleagues, Parents, and Others | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure: Environment**  *Standard 3*: Demonstrates Effective  Interpersonal and Communication Skills with Peers, Parents, and Others | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure: Instruction** *Standard 2*: Demonstrates Knowledge of Job Area | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure: Professionalism** Standard 1: Demonstrates Professional Leadership | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

**SummativeRating**

(Indicate the District Behavior Consultant’s summative rating based on data from performance measures.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

**District Behavior Consultant’sComments**:

**Evaluator’sComments**:

District BehaviorConsultant:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator: Signature Date

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluation plan.*

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**Elizabethtown Independent Schools**

SUMMATIVE EVALUATION FOR DISTRICT GIFTED and TALENTED EDUCATION COORDINATOR

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

District Gifted and TalentedEducationCoordinator Evaluator Position

**Professional Practice**

(Indicate the District Gifted and Talented Education Coordinator’s performance measure for each standard.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Planning** *Standard 4:* Engages in Professional Development | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
|  | | | | |
| **Performance Measure: Environment** *Standard 3*: Collaborates with Colleagues, Parents, and Others | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Instruction** *Standard 2*: Leads, Manages, and Monitorsthe Gifted and Talented EducationProgram | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Performance Measure: Professionalism**  *Standard 1*: Demonstrates Professional Leadership | Ineffective | Developing | Accomplished | Exemplary |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

**DistrictGiftedandTalentedEducationCoordinator’sComments**:

**SummativeRating**

(Indicate the District Gifted and Talented Education Coordinator’s summative rating based on data from performance measures.)

**Evaluator’sComments**:

District Gifted and Talented EducationCoordinator:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator: Signature Date

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluationplan.*

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###### Elizabethtown Independent Schools

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| --- | --- | --- | --- | --- |
| **Performance Measure: Instruction**  *Standard 5*: Facilitates Improvements in Instruction and Student Learning  *Standard 6*: Promotes the Use of Assessments and Data for School and District Improvement | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

**SUMMATIVE EVALUATION FOR PROFESSIONAL DEVELOPMENT FACILITATOR**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

ProfessionalDevelopmentFacilitator Evaluator Position

**Professional Practice**

(IndicatetheProfessionalDevelopmentFacilitator’sperformancemeasureforeachapplicablestandard.)

**Summative Rating**

(Indicate the Professional Development Facilitator’s overall performance category based on data from performance measures.)

**Exemplary**

**Accomplished**

**Developing**

**Ineffective**

**Performance Measure: Professionalism** *Standard 1*: Demonstrates Professional Leadership *Standard 8:* Advocates for Student Learning and the Profession

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Planning**  *Standard 3*: Accesses and Uses Research to Improve Practice and Student Learning  *Standard 4*: Promotes Professional Learning for Continuous Improvement | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Performance Measure: Environment** *Standard 2:*Fosters a Collaborative Culture to Support Educator Development and Student Learning  *Standard 7*: Improves Outreach and Collaboration  with Families and Community | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
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| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

ProfessionalDevelopmentFacilitator’sComments:

Evaluator’sComments:

Professional DevelopmentFacilitator:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator: Signature Date

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###### Elizabethtown Independent Schools

**SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

SchoolPsychologist Evaluator Position

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional Practice**  (Indicate the School Psychologist’s performance measure.) | | | | | | |
| **Performance Measure: Planning**   1. Demonstratingknowledgeandskillinusingpsychologicalinstrumentstoevaluate students 2. Demonstratingknowledgeofchildandadolescentdevelopmentandpsychopathology 3. Establishinggoalsforthepsychologyprogramappropriatetothesettingandthestudents served 4. Demonstratingknowledgeofstateandfederalregulationsandtheresourcesbothwithin and beyond the school anddistrict 5. Planningthepsychologyprogramintegratedwiththeregularschoolprogramtomeetthe needs of individual students and includingprevention 6. Developing a plan to evaluate the psychologyprogram | **Ineffective** | **Developing** | | **Accomplished** | | **Exemplary** |
|  |  | |  | |  |
| **Performance Measure: Environment**   1. Demonstratingknowledgeandskillinusingpsychologicalinstrumentstoevaluate students 2. Demonstratingknowledgeofchildandadolescentdevelopmentandpsychopathology   C .Establishing goals for the psychology program appropriate to the setting and the students served   1. Demonstratingknowledgeofstateandfederalregulationsandtheresourcesbothwithin and beyond the school anddistrict 2. Planningthepsychologyprogramintegratedwiththeregularschoolprogramtomeetthe needs of individual students and includingprevention 3. Developing a plan to evaluate the psychologyprogram | **Ineffective** | **Developing** | | **Accomplished** | | **Exemplary** |
|  |  | |  | |  |
| **Performance Measure: Delivery of Service**   1. Responding to referrals consulting with teachers andadministrators 2. EvaluatingstudentneedsandcompliancewithnationalAssociationofschool psychologists NASP guidelines 3. Chairing evaluationteam   D .Planning interventions to maximize student’s likelihood of success  E .Maintaining contact with physicians and community mental health service providers  F. Demonstrating flexibility and responsiveness | **Ineffective** | **Developing** | | **Accomplished** | | **Exemplary** |
|  |  | |  | |  |
| **Performance Measure: Professionalis**  A Reflecting on practice  B .Communicating with families C .Maintaining accurate records  D .Participating in a professional community E .Engaging in professional development | **Ineffective** | **Developing** | | **Accomplished** | | **Exemplary** |
|  |  | |  | |  |
| **Summative Rating**  (Indicate the School Psychologist’s summative rating based on data from performance measures.) | | | | | | |
|  |  | |  | |  | |
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School Psychologist’sComments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

Evaluator’sComments:

School Psychologist:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation Evaluator:

Signature Date

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluationplan.*

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###### Elizabethtown Independent Schools

**SUMMATIVE EVALUATION FOR WORKFORCE READINESS COORDINATOR/COUNSELOR**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

WorkforceReadinessCoordinator/Counselor Evaluator Position

##### Professional Practice

(Indicate the Workforce Readiness Coordinator/Counselor’s performance measure.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Planning**  *Standard 5*: Engages in Professional Development | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure: Environment** *Standard 3*: Counsels Students and Communicates Analysis of Students’ Learning Plans  *Standard 4*: Collaborates with Colleagues/Parents/Others | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure: Instruction** *Standard 2:* Designs, Plans, Implements, and Monitors the Workforce Readiness Program | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure: Professionalism**  *Standard 1:* Demonstrates Professional Leadership | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

WorkforceReadinessCoordinator/Counselor’sComments:

**Summative Rating**

(Indicate the Workforce Readiness Coordinator/Counselor’s summative performance based on data from performance measures.)

Evaluator’sComments:

Workforce ReadinessCoordinator/Counselor:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator: Signature Date

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluationplan.*

Original -Evaluator’sFiles Copy -CentralOffice Copy – Workforce ReadinessCoordinator/Counselor

###### Elizabethtown Independent Schools

**SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS**

This summarizes all the evaluation data including formative data, products and performances, professional development activities, conferences, and other documentation.

DistrictAdministrator Position Evaluator Position

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional Practice**  (Indicate the district administrator’s level of professional practice for each applicable standard.) | | | | | |
| **Performance Measure: Planning**  *Standard 4*: Human Resource Leadership  *Standard 5*: Managerial Leadership | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |  |
|  |  |  |  |
| **Performance Measure: Environment** *Standard 1*: Strategic Leadership *Standard 3***:** Cultural Leadership  *Standard 6*: External Development Leadership | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure: Instruction** *Standard 2:* Instructional Leadership *Standard 7:* Micropolitical Leadership | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
| **Performance Measure:Professionalism**  *Standard 8:* Dispositions-HumanElements | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |
|  | | | | | |

|  |  |
| --- | --- |
| **DECISION RULES FOR DETERMINING A CERTIFIED DISTRICT ADMINISTRATOR’S SUMMATIVE RATING BASED ON KENTUCKY’S PERFORMANCE MEASURES** | |
| **IF…** | **THEN…** |
| District Certified Administrator is rated Exemplary in at least three of the performance measures and no measure is rated Developing or Ineffective | Summative Rating shall be Exemplary |
| District Certified Administrator is rated Accomplished in at least three of the performance measures and no measure is rated Ineffective | Summative Rating shall be Accomplished |
| District Certified Administrator is rated Developing in at least three performance measures | Summative Rating shall be Developing |
| District Certified Administrator is rated Ineffective in two or more performance measures | Summative Rating shall be Ineffective |
| If data from a District Certified Administrator’s professional practice doesn’t fall specifically within this framework, a decision will be determined through the professional judgment of the evaluator. | |

##### Summative Rating

(Indicate the District Administrator’s summative performance based on data from performance measures.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative Rating** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  |  |  |  |

District Administrator’sComments:

Evaluator’sComments:

District Administrator:

Agree with thissummativeevaluation Signature Date

Disagree with this summativeevaluation

Evaluator:

Signature Date

*Opportunities for an appeal are part of the Elizabethtown Independent School District evaluationplan.*

Original -Evaluator’sFiles Copy will be provided to the DistrictAdministrator Copy will be placed in the District Administrator’s PersonnelFile

Elizabethtown Independent Schools

##### Altered District Certified Administrator Timeline

(For Use with District Certified Administrators Hired After the Opening of the School Year)

Evaluatee Role/Position

Evaluator Role/Position

The following timeline has been discussed and will be used in the evaluation of thedistrict certified evaluateeforthe schoolyear.

* + The Self-Reflection and PGP will be submitted to the evaluator no laterthan

.

* + The evaluator will work with the evaluatee and reach final approval of the PGP no later than .
  + A minimum of one observation/site visit will be conducted as prescribed in theCEP.
  + Any other expectations for the completed evaluation plan have been modified as follows: (The evaluator will specify any modifications to the standard CEP for district certifiedpersonnel.)

(Evaluatee) (Date)

(Evaluator) (Date)