Henderson County Schools

Certified Evaluation Plan 2020-21

Equal Educational and Employment Institution

Table of Contents

Certified Evaluation Plan
Assurances 4
Evaluation Process for Teachers and Other Professionals 5
Roles and Definitions 6
Framework for Teaching 7
Professional Growth Planning 8
Observation 8
Observer Certification 9
Observation pre-/post-conferences 10
Observation schedules 10
Peer Observation 11
Summative Evaluation Rating 12
Evaluation Process for Principals 13
Roles and Definitions 14
Performance Standards & Ratings 14
Professional Growth Planning 15
Site Visits 15
Working Conditions Goal 16
Summative Evaluation Rating 17
Evaluation Process for District Certified Administrators 18
Appeals 20
Assistance Plan or Corrective Action Plan Process 25

Appendix 30
Documents for Teachers
Pre-Observation Document 31
Post-Observation Conference Document 32
Formal Observation Document 33
Informal Observation Document 35
Professional Growth Plan 36
Framework for Teachers 38
Summative Rating Form 39
Documents for Other Professionals
Pre-Observation Document 40
Formal Observation/Site Visit Document 41
Informal Observation/Site Visit Document 43
Professional Growth Plan 44
Summative Rating Form 46
Instructional Coach
Post-Observation Form 47
Framework for Instructional Coaches 48
Guidance Counselor
Post-Observation Form 49
Framework for Guidance Counselors 50
Library Media Specialist
Post-Observation Form 51
Framework for Library Media Specialist 52
Speech Language Pathologist
Post-Observation Form 53
Framework for Speech Language Pathologists 54
School Psychologist
Post-Observation Form 55
Framework for School Psychologists 56
Formal Observation/Site Visit Document 57
Informal Observation/Site Visit Document 59
Principal/Assistant Principal
Reflective Practice and PGP Template 60
Site Visit Form 62
Summative Rating Form 63
District Certified Administrator
Evaluation Instrument 64
Summative Evaluation Form 67
Professional Growth Plan 68
Self-Reflection 69
Professional Code of Ethics 70
Board of Ed. Certified Policy 71

PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

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2020 EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS

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Jinger Carter, Director of Human Resources
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Chad Thompson, Director of Teaching & Learning (Secondary)
Kim White, Director of Assessment and Accountability
Ryan Wood, Bend Gate Teacher

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN ASSURANCES

The Henderson County School district hereby assures the Commissioner of Education that:

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

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 June 15, 2020. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Chairperson, Board of Education Date

Certified Personnel Evaluation Process

for

Teachers

and

Other Professionals

Roles and Definitions

- **Assistant principal** - means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
- **Certified administrator** - means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
- **Certified evaluation plan** - means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
- **Certified school personnel** - means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
- **Conference** - means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
- **Evaluatee** - means the certified school personnel who is being evaluated.
- **Evaluation committee** - means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
- **Evaluator** - means the primary evaluator pursuant to KRS 156.557(5)(c)2.
- **Evaluator certification** - means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **Formative evaluation** - is defined by KRS 156.557(1)(a).
- Job category - means a group or class of certified school personnel positions with closely related functions.
- **Kentucky Framework for Personnel Evaluation** - means the statewide framework a school district uses to develop a local certified school personnel evaluation system.
- **Observation** - means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
- **Other professionals** - means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
- **Peer observation** - means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
- **Performance criteria** - means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
- **Performance measure** - means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- **Performance rating** - means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation

plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

- **Personnel Evaluation System or System** - means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
- **Principal** - means certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
- **Sources of evidence or source of evidence** - means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
- **Summative evaluation** - is defined by KRS 156.557(1)(d).
- **Summative rating** - means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
    - Exemplary – shall be the rating for performance that consistently exceeds expectations for effective performance;
    - Accomplished – shall be the rating for performance that consistently meets expectations for effective performance;
    - Developing - shall be the rating for performance that inconsistently meets expectations for effective performance; and
    - Ineffective - shall be the rating for performance that consistently fails to meet expectations for effective performance.
- **Teacher** - means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.
- For Additional Definitions and Roles, please see 704 KAR 3:370.

The Kentucky Framework for Teaching and Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching and the Kentucky Specialist Frameworks for Other Professionals is designed to support student achievement and professional practice through the following performance measures:

- Planning;
- Environment;
- Instruction; and
- Professionalism.

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

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

- Professional Growth Planning with embedded Self-Reflection
- Observation

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

- Walk-throughs (scheduled & unscheduled)
- Walk-through feedback
- Lesson plans/Team-developed curriculum units
- Communication logs
- Data - Formative and/or summative test data; student data records; trend data
- Student work samples
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher committee or team contributions
- Peer Observation
- Parent and/or student engagement surveys
- Video lessons
- Action research
- Records of attendance
- Engagement in professional organizations and other committees
- Performance-based measures with rubrics
- Teacher feedback to students
- Other as discussed with evaluatee/evaluator

Alignment of Sources of Evidence to Kentucky Framework for Personnel Evaluation:

<table>
<tr><th></th><th>Planning</th><th>Environment</th><th>Instruction</th><th>Professionalism</th></tr>
<tr><td>Evaluator Observation</td><td>Evidence
Pre/post conferences
Daily Practice</td><td colspan="2">Observation</td><td>Evidence
pre/post conferences
Daily Practice</td></tr>
<tr><td>Professional Growth</td><td colspan="4">Professional Growth Plan</td></tr>
<tr><td>Peer Observation</td><td></td><td colspan="2">Observation</td><td></td></tr>
</table>

Professional Growth Planning

Professional growth planning is a reflective process for teachers and other professionals. To complete this process, the teachers and other professionals shall:

(1) Reflect on his/her current growth needs based on multiple sources of data and identify an area or areas for focus aligned with the school/district improvement plans;
(2) Collaborate with the primary evaluator to develop a professional growth plan and action steps;
(3) Implement the plan;
(4) Regularly reflect on the progress and impact of the plan on his/her professional practice;
(5) Modify the plan as appropriate;
(6) Conduct a summative reflection on the degree of goal attainment and the implications for next steps; and
(7) Complete and document the Professional Growth Plan.

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals, which drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals shall participate in self-reflection and professional growth planning each year. The PGP shall serve as a source of evidence for the summative evaluation.

PGP Development:

Activity	Timeline	Evaluatee Role Procedure/Documentation	Evaluator Role/Monitoring
PGP Development	-Reflect within first 30 calendar days of school -Evaluatee submits by September 30 -Evaluator approves by October 31	-Using Kentucky Framework to determine current level of practice -Complete *PGP form* -Submit to evaluator for review and approval	-Collaborate with evaluatee; review and approve *PGP* -Print/Sign/Date/Upload in district platform
Final Reflection	-Nontenured and Tenured (summative year) – by May 1 -Tenured (non-summative year) – by May 15	-Complete end-of-year sections on the *PGP form* and supply evidence -Sign and date after conference	-Conference with evaluatee to determine *PGP* status for continuation; revision; or completion -Print/Sign/Date -Submit *PGP* to district

Note: Timelines may by impacted by adjustment of calendar and/or release of state assessment data.
Late hires – Evaluatees hired after the school year begins shall complete Self-Reflection within 30 days of employment and *PGP* within 45 days of employment.

Observation

The observation process is a critical component of determining educator effectiveness. The supervisor observation will provide documentation and feedback to measure the effectiveness of an educator's professional practice.

For other professionals, these observations may occur in the form of a class observation or a site visit by the primary evaluator according to what is most is most fitting for the other professional's role and function.

There must be two observations in the summative cycle conducted by the evaluator—1 formal; 1 informal. At the primary observer's discretion, additional observations may be required. Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year. These observations must be documented in the district-approved platform.

Timeline for Late Hires – Employees hired during the second semester shall receive, at a minimum, one full observation and a summative evaluation.

KTIP – Since KTIP is not funded for the 2018-2020 biennium, Henderson County Schools will embark on an internal process for mentoring new teachers, alternative certification teachers and others as identified on an individual basis.

Observer Certification for Evaluators

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by the Kentucky Department of Education or a provider approved by the department prior to conducting observations for the purpose of evaluation.

In addition, all evaluators shall receive six hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act. This training shall be in effective observation and conferencing techniques, providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques.
Additional Administrative personnel may be trained to observe and provide information to the primary evaluator.

Observation Pre- and Post- conferences

Informal observations may be announced or unannounced; however formal observations must be announced. For all observations, pre-conferences are optional. At the evaluator or evaluatee's discretion, a pre-conference can take place. This must occur within five (5) days prior to the observation. If conducted, pre-conferences can take place in person or electronically.

Observers must conduct a post-conference within five (5) working days following each observation. The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable evaluation data. The evaluatee shall be afforded the opportunity to provide a written response to the observation that will be placed in the personnel file with the observation documents.

Resource documents that may be used for pre- and post- conferences include: Pre-Observation document; lesson plans; observation evidence; KY Framework; and Post-Conference document.

Observation Pre- and Post- conferences:

Observation Type	Pre-Conference Format	Post-Conference Format
Announced Informal	Optional (If chosen, can be in-person or by email)	In-person
Unannounced Informal	N/A	In-person
Formal	Optional (If chosen, can be in-person or by email)	In-person

Observation Schedules

One-Year Cycle Summative Observation Model

Non-tenured teachers and other professionals are on a one-year cycle for evaluation. Tenured teachers and other professionals on an Assistance/Corrective Action Plan shall follow the one-year summative observation model.

One-Year Cycle Summative Observation Model for Teachers and Other Professionals

Observation Type	Observation Time	Documentation	Observation Timeline
Informal Observation or Site Visit	Suggested to be at least 20 Minutes	Step 1: Record observation evidence with focus on Domains 2 & 3 Step 2: Print/sign/date using district approved forms/ platform	By March 15th
Formal Observation or Site Visit	Full Class/Lesson	Step 1: Record observation evidence Step 2: Print/sign/date using district approved forms/ platform	By April 15th

Summative Evaluation Meeting		Step 1: At evaluatee's conference, print/sign/date using district approved forms/ platform Step 2: Provide copies for Evaluatee; Primary Evaluator's Records; and District Director of Human Resources for employee's personnel file	By May 1st

Note: Timelines may by impacted by adjustment of calendar.
Late hires – Evaluatees hired after the first instructional day will follow this process, but timelines may be adjusted.
Evaluatees hired during the second semester shall receive, at a minimum, one full observation and a summative evaluation.

Three Year Summative Observation Model

Tenured teachers and other professionals on a three (3) year summative cycle are required to have one formal and one informal observation within the three (3) year cycle. To scaffold the primary evaluator's observations within the three (3) year cycle, recommended timelines are in the following table. Tenured teachers and other professionals who yield an ineffective rating shall have multiple observations.

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

Observation Type	Observation Time	Documentation	Observation Timeline
Informal Observation or Site Visit	Suggested to be at least 20 Minutes	Step 1: Record observation evidence with focus on Domains 2 & 3 Step 2: Print/sign/date using district approved forms/ platform	By March 15th of Year 1, Year 2 or Year 3
Formal Observation or Site Visit	Full Class/ Lesson	Step 1: Record observation evidence Step 2: Print/sign/date using district approved forms/ platform	By April 15th of Year 3
Summative Evaluation Meeting		Step 1: At evaluatee's conference, print/sign/date using district approved forms/ platform Step 2: Provide copies for: ● Evaluatee ● Primary Evaluator's Records ● District Director of Human Resources for employee's personnel file	By May 1st of Year 3
Calendar Adjustment: Timelines may be impacted by adjustment of school calendar.			

Peer Observation

A peer observation is not required. The evaluator or evaluatee may choose for this to be a piece of evidence in the evaluation cycle. A peer observer will observe, collect, share evidence, and give feedback. Peer observations may be used as a source of evidence to inform a summative rating only if requested by the teacher/other professional being evaluated. Peer observers will be selected and agreed upon by consensus between the evaluator and evaluatee. As an alternative form of peer observation, the evaluatee may choose to observe a peer's class/site rather than being observed.

Peer Observation

Evaluatee Responsibility	● Evaluatee will come to consensus with evaluator on the selection of the peer observer from the available trained peer observers at the evaluatee's school. ● Evaluatee will request a peer observer and notify the principal by February 15 of the summative year. ● Evaluatee will request a pre-conference with peer observer if one is desired.
Peer Observer Caseload	● Recommendation is to limit to 2 peer observations, but this will be determined by evaluator, observer, and evaluatee.

Peer Observer Responsibility	● Be trained in peer observation techniques and responsibilities that includes training in effective observation and conferencing techniques and the roles and responsibilities of peer observers, evaluatees and certified school personnel. ● Peer observers may decline the request and should inform the evaluatee and evaluator ● Conduct a pre-conference, electronic or in person IF the evaluatee requests it ● Conduct one mini observation for each designated peer with whom it has been agreed upon with the evaluatee and evaluator ● Conduct a person-to-person post conference within 5 working days after the peer observation.

Summative Evaluation Rating

The Kentucky Framework for Teaching and the Kentucky Specialist Frameworks for Other Professionals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. The summative process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance measures of Planning, Environment, Instruction, and Professionalism for a summative rating. The Criteria for Determining Educator's Summative Rating are applied to determine an overall summative rating.

Criteria for Determining Educator's Summative Rating

If…	Then…
Environment and Instruction are rated *Ineffective*	summative rating shall be *Ineffective*
Environment or Instruction are rated *Ineffective*	summative rating is *Developing* or *Ineffective*
Planning or Professionalism is rated *Ineffective*	summative rating shall not be *Exemplary*
Two performance measures are rated *Developing* and two are rated *Accomplished*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Accomplished*
Two performance measures are rated *Developing* and two are rated *Exemplary*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Exemplary*
Two performance measures are rated *Accomplished* and two are rated *Exemplary*	summative rating shall be *Exemplary* only if Environment or Instruction is rated *Exemplary*

Certified Personnel Evaluation Process

for

Principals

and

Assistant Principals

Roles and Definitions

- **Documentation/Evidence**: artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
- **Performance Rubrics**: a behavioral summary scale that describes acceptable performance levels for each of the six performance standards.
- **Performance Standards**: guiding standards that provide a defined set of common purposes and expectations the guide effective leadership. Standards are: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, and Professionalism.
- **School Site Visits**: a visit to provide information on a variety of work contributions made by principals. Examples include, but are not limited to, watching a principal interacting with others, conducting a program, or shadowing a principal
- **TELL Kentucky**: a working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
- **Working Conditions Goal**: goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.
- For Additional Definitions and Roles, please see pages 6-7 of this document and 704 KAR 3:370.

Principal Performance Standards, Measures and Ratings

The Principal Performance Standards are designed to support student achievement and professional best practice through the ten standards. The standards align with the Kentucky Framework for Personnel Evaluation Performance Measures as follows:

Performance Measure and Standards Alignment

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

Included in the Principal Performance Measures are performance indicators that provide examples and the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's 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. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence/documentation across each standard.

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

- Professional Growth Planning with embedded Self-Reflection
- Evaluator Site visits (minimum of 2 per year)
- Working Conditions Goal

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

- Products of Practice
- Surveys
- Other

Professional Growth Planning and Self-Reflection

Principals and assistant principals shall complete Professional Growth Planning and Self Reflection each year. The Professional Growth Plan will address realistic, focused and measurable professional goals. The plan will connect data from multiple sources, including site visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

Self-reflection & Professional Growth Plan

Activity	Timeline
Reflect using Performance Standards and Survey Results	By September 15 (data portion to be completed within 10 days after receiving state assessment data)
Principal & Superintendent or Principal & Asst. Principal Review of Self Reflection & collaborative development of PGP	By September 30 (data portion to be completed within 10 days after receiving state assessment data)
Final PGP Review Documentation/ artifacts	By May 15
Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data. Late Hires – Complete Self-Reflection within 30 days and PGP within 45 days of employment.	

Site Visits

Site visits are a method by which the superintendent/designee gains 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 principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. These are not required for assistant principals.

Superintendent/Designee Site Visits

Activity	A minimum of 2 site visits shall occur annually, with one site visit scheduled with faculty and/or students present.
Location	School
Timeline	Visit #1 prior to December 31 for a minimum of 1 hour Visit #2 by April 15 for a minimum of 1 hour
Superintendent/Designee	● Schedule & conduct each site visit ● Complete observation and record evidence from visit on recording tool form ● Schedule & conduct post conference/mid-year review/summative conference
Resource	● *Observation/Site Visit Form* ● Performance Standards documentation ● All other evidence: surveys, PGP
Conference Expectations	● Reference the Observation/Site Visit template suggested guiding questions/ prompts for Performance Standard conversations. ● Conference will occur within 5 school days after the site visit. ● Superintendent/designee shall provide feedback on: Performance, Standards, PGP and additional supporting evidence
Site Visits Connected to Performance Standards	Superintendent/designee shall gain insight and provide feedback on Performance Level of Performance Standards from observation, evidence, and conversation.
Late Hires	Principals hired after the first instructional day will still receive all site visits; however timelines may be adjusted.

Working Conditions Goal

Principals are responsible for setting a yearly Working Conditions Growth Goal (WCG) based on the most recent TELL Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. The assistant principal inherits the Working Conditions Goal of the principal.

Working Conditions Goal

Timeline	Every 2 years
Working Conditions Goal	1 goal minimum after the completion of TELL Kentucky Survey
Process for Development of WCG Action Plan	● Principal and superintendent/designee identify areas of greatest need of improvement based on the TELL questions to select the growth area that will have the greatest impact on school culture/student success ● Principal and superintendent/designee will identify Target Questions from TELL results ● Principal and superintendent/designee will connect the Target Questions to the appropriate Performance Standard for the WCG Goal ● Principal and superintendent/designee will write the WCG statement using SMART format and ensuring rigor to be accomplished in the 2 year cycle ● Principal and superintendent/designee will develop a WCG Action Plan with strategies, actions, resources, supports, and completion dates ● All decisions shall be determined in a collaborative process
WCG Rubric	● Principal and superintendent/designee will develop a WCG Rubric with four performance levels to assess the WCG ● Performance levels will be Ineffective, Developing, Accomplished, and Exemplary with each performance level identifying the % of agreement identifying with each performance level *Example WCG:* Question 7.1 School leadership consistently supports teachers. Results: 52% of teachers were in agreement based upon the last TELL survey in 2011-12. WCG: Based upon TELL results of 2011-12, only 52% of teachers were in agreement that school leadership consistently supports teachers. By the 2013 TELL survey, 70% of teachers will indicate agreement that school leadership consistently supports teachers. Results: Based upon the TELL results of 2013, 65% of teachers indicated agreement that school leadership consistently supports teachers. Applying the following rating with the growth of + or – 10% scale: Exemplary: Above Accomplished Goal by more than 10% Accomplished: + or - 10% of goal Developing: Baseline to +or -10% of goal Ineffective: Below the Baseline Example: Exemplary=Above 77% Accomplished= 63-77% Developing=52-62% Ineffective=<52% Based upon the result of 65% of teachers in agreement, the WCG = **Accomplished**

Additional WCG Evidence Products of Practice	The following products of practice may be used to inform the WCG and must yield information related to the performance standards: ● SBDM minutes ● Faculty meeting artifacts ● Department/grade level artifacts ● PLC artifacts ● Leadership meeting artifacts ● Instructional round/walk through documentation ● Budgets/audit information ● EILA professional learning experience documentation ● Surveys ● Professional organization memberships ● Parent/community engagement surveys ● Parent/community engagement events documentation ● School schedules ● Other evidence related to practice within the domains

Summative Evaluation Rating

Superintendents/Designees are responsible for determining an Overall Performance Category for each principal at the conclusion of the summative evaluation year. The Superintendent/Designee will determine the summative rating for principals. The principal will determine the summative rating for the assistant principal. The Evaluator will review documentation from site visits, observations, the Principal Performance Standards and the Criteria for Determining Principal's Summative Rating to determine an overall summative rating.

The summative conference will occur by May 15th. The evaluator will provide the administrator/coordinator with an electronic or hard copy of all evaluation documents. Employees shall have an opportunity to provide a written response to all evaluations which must be signed and dated by both parties and placed in the evaluatee's official personnel file at the district office.

Criteria for Principal's Evaluation Rating

If…	Then…
Environment and Instruction are rated *Ineffective*	summative rating shall be *Ineffective*
Environment or Instruction are rated *Ineffective*	summative rating is *Developing* or *Ineffective*
Planning or Professionalism is rated *Ineffective*	summative rating shall not be *Exemplary*
Two performance measures are rated *Developing* and two are rated *Accomplished*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Accomplished*
Two performance measures are rated *Developing* and two are rated *Exemplary*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Exemplary*
Two performance measures are rated *Accomplished* and two are rated *Exemplary*	summative rating shall be *Exemplary* only if Environment or Instruction is rated *Exemplary*

Certified Personnel Evaluation Process

District Certified Administrators

District administrators who are not principals, assistant principals or the Superintendent shall be evaluated using this process.

Evaluation of District Administrators and Certified Coordinators

District certified personnel shall be evaluated annually utilizing the *Summative Evaluation Document for District Certified Administrators and Coordinators*. The Educational Leadership Policy Standards, also known as the ISSLC Standards, align with four performance measures to determine an overall performance rating. The four Performance Measures are:

- Planning
- Environment
- Instruction
- Professionalism

Included in these standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard. Performance will be rated (Exemplary; Accomplished; Developing or Ineffective) for each standard according to four performance measures in combination with professional judgment to determine an overall performance rating.

Performance Measure and Standards Alignment

Planning	Environment	Instruction	Professionalism
Standard 3: Management	Standard 2: School Culture and Learning	Standard 1: Vision	Standard 5: Integrity, Fairness, Ethics
	Standard 4: Collaboration		
	Standard 6: Political, Economic, Legal		

Summative Evaluation Components

A summative conference shall occur annually at the end of the evaluation cycle to determine an overall summative rating for district administrators and other district certified personnel. The Superintendent/Designee will assign a primary evaluator within 30 days of the evaluatee's first work date of each school year. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the ISLLC Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign an overall summative rating.

The evaluator will use the Criteria for Determining a Summative Rating to determine the overall Summative Rating. Summative ratings shall be completed by May 15th. The evaluator will provide the administrator/coordinator with an electronic or hard copy of all evaluation documents. Employees shall have an opportunity to provide a written response to all evaluations which must be signed and dated by both parties and placed in the evaluatee's official personnel file at the district office.

Criteria for Summative Evaluation Rating

If…	Then…
Environment and Instruction are rated *Ineffective*	summative rating shall be *Ineffective*
Environment or Instruction are rated *Ineffective*	summative rating is *Developing* or *Ineffective*
Planning or Professionalism is rated *Ineffective*	summative rating shall not be *Exemplary*
Two performance measures are rated *Developing* and two are rated *Accomplished*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Accomplished*
Two performance measures are rated *Developing* and two are rated *Exemplary*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Exemplary*
Two performance measures are rated *Accomplished* and two are rated *Exemplary*	summative rating shall be *Exemplary* only if Environment or Instruction is rated *Exemplary*

Appeals

According to KRS 156.557 Section 9

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

(2) The appeal procedures shall be as follows:

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

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

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

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Appeals Panel

All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One (1) member of the panel and an alternate are appointed by the Board of Education. Reference: KRS 156.557 & KAR: 345. The Board appointee shall serve as chairperson of the appeal committee.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The length of the term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities on September 1. Elections shall be conducted and appointments made during the month of August.

The election shall be conducted by the District Contact Person using the following criteria:

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

Panel members may seek training through the District Contact Person.

Appeals Procedures

Certified employees who believe they have been unfairly evaluated may appeal a summative evaluation. The appeal shall be in writing on prescribed forms and directed to the chairperson of the Evaluation Appeals Panel. The appeal must be filed within five (5) working days from and after the date of the summative conference.

No member of the Evaluation Appeals Panel shall hear an appeal in which the member was either the evaluator or evaluatee. A Panel member shall not serve on an appeal in which either the evaluatee or evaluator is related by blood or marriage to the member.

The purpose of the appeal to the Evaluation Appeals Panel is to review the summative evaluation from which the certified employee appeals. The certified employee may appeal the substance of the evaluation, the evaluation procedure, or both, and shall so specify in the appeal.

The Evaluation appeals Panel shall convene a Preliminary Hearing within ten (10) working days from and after the receipt of the appeal. At least five (5) days in advance, the evaluator and the evaluatee shall be notified of the date, time and place of the Preliminary Hearing. At the Preliminary Hearing, the Panel shall receive and the parties shall exchange documentary information expected to be introduced at the hearing; and (b) the names and addresses of those persons expected to be called as witnesses at the hearing together with a short statement of the executed testimony of each witness.

The date, time and place of the hearing of the appeal shall be established at the Preliminary Hearing with a minimum of one (1) week to start actual hearing.

The evaluatee and the evaluator shall be present and have the right to presence of chosen representation.

The hearing shall be conducted in closed or executive session on request of the evaluatee.

The hearing will be audiotaped. A copy of the transcript of the hearing will be provided to either or both parties if requested in writing. The cost of the transcript shall be borne by the party making the request.

Only Panel members, the evaluatee and his/her witnesses, when testifying, legal counsel, and the person operating the audiotape recorder may be present during the hearing if the hearing is to be conducted in closed session. The Superintendent or his nominee may also be in attendance at the hearing even if held in closed session.

Witnesses may be presented but will be called into the hearing room one at a time and will not be allowed to observe the proceeding either before or after testifying.

The order of the hearing proceeding shall be as follows:

a. Each party will be allowed to make an opening statement; the evaluatee first, then the evaluator.
b. Each party will be allowed to present witnesses; the evaluatee will present witnesses first, then the evaluator.
c. Witnesses may be called in any order desired by a party.
d. Rebuttal testimony by the party having the burden of proof may be allowed at the discretion of the Panel.
e. A witness may be cross examined by an opposing party or counsel for an opposing party, but such cross examination should be confined to the matters testified about by the witness on direct examination.
f. The chairperson and members of the Panel may question the evaluatee, the evaluator and the

witnesses called to testify at any stage in the proceedings.

g. Each party will be permitted to make closing remarks; first the evaluator, then the evaluatee.
h. The chairperson will make such closing remarks as are deemed appropriate.

Documentary evidence may be introduced by the parties and made a part of the hearing record. However, it shall be the responsibility of the parties or their respective counsel to point out to the Panel any particular item of documentary evidence which a party believes has special significance or supports or tends to support the claim or position of a party. The Panel shall rule on the admissibility of any documentary evidence offered. The Panel reserves the right to cause some or all of the documentary evidence tendered to the Panel by a party during the Preliminary Hearing to be made a part of the hearing record at the hearing, subject to a ruling by the Panel on any objection to such action.

The Panel may receive all relevant oral or written evidence without regard to the formal rules of evidence, but shall consider the weight of the evidence received in determining the issues. The hearing shall not be conducted according to technical rules relating to evidence and witnesses. Any evidence deemed relevant by the Panel may be admitted if it is the sort of evidence on which reasonable prudent persons rely in the conduct of their serious affairs regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objections in a civil action. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence, but shall not be sufficient in and of itself to support a finding unless it would be admissible over objection in civil actions. Irrelevant, immaterial, incompetent, and unduly repetitious evidence may be excluded. Panel members may utilize their experience, technical competence and specialized knowledge and training in the evaluation of the evidence presented.

If objections are raised to the admissibility of evidence, the party objecting shall state the nature and grounds of the objection. The chairperson shall confer with the Panel members before announcing a ruling on the objection.

In reaching a decision, the Panel may take official notice of cognizable facts and of any generally accepted academic, technical or scientific data or matter. Parties present at the hearings shall be informed of the matters to be noticed, and those matters shall be noted in the record, referred to in the record, or appended to the record. A party shall be given a reasonable opportunity on request to refute the official noticed matters of evidence. The Panel shall determine the manner by which a party may refute the officially noticed matter.

The Panel will deliberate and issue its findings within fifteen (15) working days after the date of the hearing.

The written decision of the Panel will be presented to the evaluatee, evaluator and Superintendent for appropriate action.

All testimony shall be taken under oath.

The Panel shall be empowered to make all decisions and rule on all matters concerning the conduct of the hearing.

The chairperson shall maintain an orderly and proper decorum at the hearings.

The Panel may have a legal advisor to advise it on matters of law. However, the Panel shall exercise all other powers relating to the conduct of the hearings.

The legal advisor may remain with the Panel during its deliberations, but shall not engage in deliberations or in the discussion of the facts or the actual findings. The legal advisor may respond to questions regarding legal issues and may assist the Panel in the drafting of the decision.

Appeals Panel Decision Of The Evaluation

After having heard all the evidence the Appeals Panel shall make the following findings, which may be cumulative, to-wit:

1. If the appeal is on procedural grounds:
    a. that the evidence supports a finding that the procedure was correct; or
    b. that the evidence supports a finding that the procedure was incorrect;
2. If the appeal is from the substantive conclusions of the evaluator:
    a. that the evidence supports the substantive conclusions of the evaluator in whole or in part; but
    b. if the Panel believes that the evidence fails to support all the substantive conclusions for the evaluation which the Panel believes is not supported by the evidence.
3. That a new evaluation by a different certified evaluator is in order.
4. That the summative evaluation or a part of the summative evaluation be removed from the certified employee's personnel file.

The decision of the Appeals Panel shall be filed in the evaluatee's personnel file.

APPEALS PANEL HEARING REQUEST FORM

I, _____, have been evaluated

by _____during the current evaluation cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator.

This appeal challenges the summative findings on:
(Check one) _____substance _____procedure _____both substance and procedure

State specifically the performance criteria ratings on the summative evaluation with which you disagree.

_____
_____
_____

Give specific evidence/reasons to support your objections.

_____
_____
_____
_____

At your discretion, share any other information pertinent to this evaluation.

_____
_____
_____
_____

Signature_____
Date_____

Date of Summative Conference _____
Date evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to the chairperson of the Appeals Panel within five (5) working days of completion of the summative conference.

Assistance Plan or Corrective Action Plan Process

If a certified employee is in placed on an Assistance Plan or a Corrective Action Plan, the evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach district standards. From time to time an employee may be unable to improve or choose not to improve performance. At that time the evaluator can choose seek the help of a Corrective Action Team to work with the employee.

To develop a Corrective Action Team, the following procedures would be initiated:

- Evaluator conferences with employee and indicates the desire to form a Corrective Action Team.
- In collaboration with said employee, a team is mutually selected.
- Evaluator, employee, and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator, makes progress, then the Corrective Action Plan is considered complete, and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard, even with the help of the Corrective Action Team, the evaluator must take the necessary steps toward cancellation of the contract.

The purpose of the Assistance Plan, Corrective Action Plan and Corrective Action Team is to provide the employee every possibility to attain district standards of performance. Any employee should understand that the request for an Assistance Plan, Corrective Action Plan and/or Corrective Action Team is an attempt by the evaluator to help the employee meet standards and avoid additional personnel action, including but not limited to, termination.

Instructions for Completing the Assistance Plan or Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an *Ineffective* or *Does Not Meet* rating on any one or more Domain/Characteristic/Standard from the summative evaluation *or* when an immediate change is required in practice or behavior.

The evaluatee, evaluator and/or assistance team must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Development of Assistance Plan or Corrective Action Plan

a. Identify the specific domain/component/standard(s) from the evaluation that has an *ineffective* or *does not meet* rating assigned.

b. Select the present performance level that best reflects the evaluatee's level:
I = Ineffective; **D =** Developing; **A =** Accomplished; **E =** Exemplary

c. Growth objectives/desired outcomes must address the specific domain/component/standard(s) rated as *ineffective* or *does not meet* listed in step A. The evaluatee and the evaluator work closely to correct the identified weakness(es).

d. Procedures and Activities for Achieving Goal(s) and Objective(s)
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

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

2. Evaluation of Progress

The evaluator and evaluatee will monitor the progress of the Assistance/Corrective plan and meet periodically to determine whether growth is being made. If, in the judgment of the evaluator, the employee makes progress, then the Assistance Plan/Corrective Action Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. If, in the judgment of the evaluator, the evaluatee does not make progress, then a Corrective Action Team may be selected.

3. Corrective Action Team

If needed, the evaluator conferences with the employee and indicates the desire to bring in an assistance team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Corrective Action Plan following the steps listed above.

The Evaluation of Progress will follow the same format with the evaluatee, evaluator and Corrective Action Team meeting periodically.

If, in the judgment of the evaluator, the employee makes progress, then the Corrective Action Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. When there is no improvement in performance toward meeting the standard even with the help of a Corrective Action Team, then the evaluator must take the necessary steps toward the termination of said employee.

Individual Plan *Assistance* or *Corrective Action* [circle one]

Evaluatee's Name	School Year	Work Site	Implementation Date	Targeted Completion Date

Domain/Component/Standard	Present Performance Level

Growth Objectives/ Desired Outcomes	

Procedures And Activities For Achieving Objectives	Targeted Date/Appraisal Methods

Evaluatee's Comments	
Evaluator's Comments	

Implementation **I understand that in the event this plan is deemed unsuccessful, I am subject to next steps as outlined in the Henderson County Schools evaluation plan.*

Employee's Signature:_____ Date:_____

Supervisor's Signature:_____ Date:_____

Reviews shall occur as often as needed

Review Evaluatee Signature/Date:	Review Evaluator Signature/Date:

Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**

Review Evaluatee Signature/Date:	Review Evaluator Signature/Date:

Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**

Assistance Plan/Corrective Action Plan Management Record

Note: All parties present at each meeting will Initial and Date	Initials/ Date	Initials/ Date	Initials/ Date	Initials/ Date
Observations				
Assistance Plan/Corrective Action Plan developed				
Assistance Plan/Corrective Action Plan reviewed initially				
Evaluator/Evaluatee/Team meeting to discuss Plan				
Assistance Plan Complete or Corrective Plan Developed				
Assistance Plan/Corrective Plan Completed Successfully? [Y/N]				
Summative Evaluation				
Conference with Superintendent and/or Board Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Those involved in Assistance/Corrective Plan Process:

Evaluator _____Evaluatee _____

Correction Action Team Members

Signatures at Completion of Process:

Evaluator _____Evaluatee _____

Correction Action Team Members

Log of Activities

Date of Meeting: _____

Evaluatee: _____

Evaluator: _____

Persons Present: _____

_____

Summary of Meeting:

Recommendations:

Next Meeting Date: _____

Appendix

Table of Contents

Appendix 30

Documents for Teachers

Pre-Observation Document 31
Post-Observation Conference Document 32
Formal Observation Document 33
Informal Observation Document 35
Professional Growth Plan 36
Framework for Teachers 38
Summative Rating Form 39

Documents for Other Professionals

Pre-Observation Document 40
Formal Observation/Site Visit Document 41
Informal Observation/Site Visit Document 43
Professional Growth Plan 44
Summative Rating Form 46

Instructional Coach

Post-Observation Form 47
Framework for Instructional Coaches 48

Guidance Counselor

Post-Observation Form 49
Framework for Guidance Counselors 50

Library Media Specialist

Post-Observation Form 51
Framework for Library Media Specialist 52

Speech Language Pathologist

Post-Observation Form 53
Framework for Speech Language Pathologists 54

School Psychologist

Formative Instrument 55
Summative Rating Form 57

Principal/Assistant Principal

Reflective Practice and PGP Template 58
Site Visit Form 60
Summative Rating Form 61

District Certified Administrator

Evaluation Instrument 62
Summative Evaluation Form 65
Professional Growth Plan 66
Self-Reflection 67

Professional Code of Ethics 68

Board of Ed. Certified Policy 69

Teacher Pre-Observation Document
for Scheduled Observations

Directions: If a pre-conference occurs, the evaluatee shall complete the Pre-observation Document for scheduled observations prior to the pre-conference or submit to the observer for electronic pre-conferences.

Teacher	**Grade Level/Subject(s)**	**School**
Observer	**Pre-Conference Date**	**Observation Date**
Observation Type: ____ In Person ____ Electronic		
Observation Type	Informal	Formal

	Kentucky Framework for Teaching Guiding Questions
	Domain 1: Planning
1	What are the learning targets and standard(s) for this lesson? (Component 1C)
2	What instructional materials/resources will you use? (Attach sample materials you will be using in the lesson.) (Component 1D)
3	What information, specific to your students' backgrounds, skills, and interests, have you taken into consideration? (Component 1B)
4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)
5	What learning experiences will engage students to reach the intended outcomes? (Component 1E)
6	How will students be assessed for this lesson? (Attach any tests or performance tasks, with rubrics of scoring guides.) (Component 1F)
7	How will you use the results of the assessment? (Component 1F)
8	List any specific teaching behaviors you would like monitored.
	Domain 4: Professional
9	Will this lesson serve as evidence for your Professional Growth Plan? If so, please explain.

_____ _____

Evaluatee's Signature/Date Observer's Signature/ Date

Teacher Post-Observation Conference Document

Directions: The observee shall complete the self-reflection questions after each observation in preparation for the post-conference.

Teacher	**Grade Level/Subject(s)**	**School**
Observer	**Observation Date**	**Post-Conference Date**
Observation Type	Informal	Formal

	Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)
3	If you had the opportunity to teach this lesson again, is there anything that you would differently? What/Why? (Component 4A)

Evaluator's Formative Observation Rating

Domain 2: Environment	**Rating:**					**Domain 3: Instruction**	**Rating:**				
A: 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 and Responsiveness	**I**	**D**	**A**	**E**	NA
Domain 1: Planning	**Comments/Ratings:**										
Domain 4: Professional	**Comments/Ratings:**										

_____ _____

Observee's Signature/ Date Observer's Signature/Date

Teacher Formal Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	I	D	A	E	Comments:
1A Knowledge of Content and Pedagogy					
1B Demonstrating Knowledge of Students					
1C Setting Instructional Outcomes					
1D Demonstrating Knowledge of Resources					
1E Designing Coherent Instruction					
1F Designing Student Assessment					
Overall Domain Comments:					

Domain 2: Environment	I	D	A	E	Comments:
2A Creating an Environment of Respect and Rapport					
2B Establishing a Culture for Learning					
2C managing Classroom Procedures					
2D Managing Student Behavior					
2E Organizing Physical Space					
Overall Domain Comments:					

Domain 3: Instruction	I	D	A	E	Comments:
3A Communicating with Students					
3B Using Questioning and Discussion Techniques					
3C Engaging Students in Learning					
3D Using Assessment in Instruction					
3E Demonstrating Flexibility and Responsiveness					
Overall Domain Comments:					

Domain 4: Professionalism	I	D	A	E	Comments:
4A Reflecting on Teaching					
4B Maintaining Accurate Records					
4C Communicating with Families					
4D Participating in the Professional Community					
4E Growing and Developing Professionally					
4F Showing Professionalism					
Overall Domain Comments:					

Overall / Miscellaneous Comments

_____ _____

Teacher Signature Date

_____ _____

Observer Signature Date

Teacher Informal Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)	____ Announced ____ Unannounced	Observation Date

Indicate the rating for each Performance Measure

Domain 2: Environment	I	D	A	E	Comments:
2A Creating an Environment of Respect and Rapport					
2B Establishing a Culture for Learning					
2C managing Classroom Procedures					
2D Managing Student Behavior					
2E Organizing Physical Space					
Overall Domain Comments:					

Domain 3: Instruction	I	D	A	E	Comments:
3A Communicating with Students					
3B Using Questioning and Discussion Techniques					
3C Engaging Students in Learning					
3D Using Assessment in Instruction					
3E Demonstrating Flexibility and Responsiveness					
Overall Domain Comments:					

Additional Comments

_____ _____

Evaluatee Signature Date

_____ _____

Observer Signature Date

Professional Growth Plan for Teachers

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

Directions: Complete Parts A and B to identify the professional area(s) of growth. Then write your Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Part A: Initial Reflection – Establishing Priority Growth Needs

Domain:	**Component:** Circle Professional Growth Priority Components						**Select a component from those circled for focused professional growth goal development (Part B):**			
1: Planning	1A	1B	1C	1D	1E	1F				
2: Environment	2A	2B	2C	2D	2E					
3: Instruction	3A	3B	3C	3D	3E					
4: Professional	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 Statement:	
What do I want to change about my instruction that will effectively impact student learning?	
What is my personal learning necessary to make that change?	
How will I show growth with this goal?	

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

_____ _____

Evaluatee's Signature Date

_____ _____

Evaluator's Signature Date

Part C: End of Year Reflection – Level of Attainment for Professional Growth Goal – What progress have you made toward your goal? To what extent did you achieve your goal?

Reflection notes

Part D: End of Year Evaluator Feedback

Evaluator's Feedback

Next Steps: Circle Appropriate Description		
Achieved	Revised	Continued

_____ _____

Evaluatee's Signature Date

_____ _____

Evaluator's Signature Date

Framework for Teaching

Domain 1: Planning	Domain 2: Environment	Domain 3: Instruction	Domain 4: Professional
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning	A. Creating an Environment of Respect and Rapport i. Teacher Interaction with Students ii. Student Interactions with One Another B. Establishing a Culture for Learning i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work C. Managing Classroom Procedures i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals D. Managing Student Behavior i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior E. Organizing Physical Space i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources	A. Communicating with Students i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language B. Using Questioning and Discussion Techniques i. Quality of Questions ii. Discussion Techniques iii. Student Participation C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations

SUMMATIVE RATINGS for TEACHERS

Evaluatee Name: _____ **Evaluator Name:**_____

Directions: Evaluator will assign an Overall Summative Rating by following the three-step guidance below

Step 1: Assign the Overall Rating for each Performance Measure:

Performance Measures	Overall Rating			
Planning	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Environment	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Instruction	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Professionalism	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Step 2: Apply the Overall Performance Measure criteria below to determine Overall Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
If…	**Then…**
Environment and Instruction are rated *Ineffective*	summative rating shall be *Ineffective*
Environment or Instruction are rated *Ineffective*	summative rating is *Developing* or *Ineffective*
Planning or Professionalism is rated *Ineffective*	summative rating shall not be *Exemplary*
Two performance measures are rated *Developing* and two are rated *Accomplished*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Accomplished*
Two performance measures are rated *Developing* and two are rated *Exemplary*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Exemplary*
Two performance measures are rated *Accomplished* and two are rated *Exemplary*	summative rating shall be *Exemplary* only if Environment or Instruction is rated *Exemplary*

Step 3: Using the criteria in step 2 assign the Overall Summative Rating

Overall Summative Performance Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Evaluator Comments:

Evaluator Signature:		**Date**	

Evaluatee Comments:

Evaluatee Signature:		**Date:**	

Other Professionals Pre-Observation Document for Scheduled Observations

Directions: If a pre-conference occurs, evaluatees shall complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre- conferences, email the document to the observer.

Other Professional	**Position**	**School**
Observer	**Pre-Conference Date**	**Observation Date**
Pre-Conference Type: _____ In person _____ Electronic		
Observation Type	Informal	Formal

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

_____ _____

Evaluatee's Signature Date Observer's Signature Date

Other Professionals Formal Observation & Formal Site Visit Document

Other Professional	Evaluator	School
Position		Observation Date

Indicate the rating for each Performance Measure

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

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

Domain 3: Instruction	I	D	A	E	Comments:
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					

3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Domain 4: Professionalism	**I**	**D**	**A**	**E**	**Comments:**
4A Reflecting on practice					
4B Preparing and submitting budgets and reports					
4C Coordinating work with other instructional specialist					
4D Participating in a professional community					
4E Participating in professional development					
4F Showing professionalism including integrity and confidentiality					
Overall Domain Comments:					

Overall / Miscellaneous Comments

_____ _____

Evaluatee Signature Date

_____ _____

Observer Signature Date

Other Professionals Informal Observation or Site Visit Document

Other Professional	Evaluator	School
Position	___ Announced ___ Unannounced	Observation Date

Indicate the rating for each Performance Measure

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

Domain 3: Instruction	I	D	A	E	Comments:
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Additional Comments

_____ _____

Evaluatee Signature Date

_____ _____

Observer Signature Date

Professional Growth Plan for Other Professionals

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

Directions: Complete Parts A and B to identify the professional area(s) of growth. Then write your Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Part A: Initial Reflection – Establishing Priority Growth Needs

Domain:	**Component:** Circle Professional Growth Priority Components						**Select a component from those circled for focused professional growth goal development (Part B):**
1: Planning	1A	1B	1C	1D	1E	1F	
2: Environment	2A	2B	2C	2D	2E		
3: Delivery of Service	3A	3B	3C	3D	3E		
4: Professional	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 Statement:	
What do I want to change about my instruction/ practice that will effectively impact student learning?	
What is my personal learning necessary to make that change?	
How will I show growth with this goal?	

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

Evaluatee's Signature Date

Evaluator's Signature Date

Part C: End of Year Reflection – Level of Attainment for Professional Growth Goal – What progress have you made toward your goal? To what extent did you achieve your goal?

Reflection notes

Part D: End of Year Evaluator Feedback

Evaluator's Feedback

Next Steps: Circle Appropriate Description		
Achieved	Revised	Continued

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

SUMMATIVE RATINGS for OTHER PROFESSIONALS

Evaluatee Name: _____ **Evaluator Name:**_____

Directions: Evaluator will assign an Overall Summative Rating by following the three-step guidance below

Step 1: Assign the Overall Rating for each Performance Measure:

Performance Measures	Overall Rating			
Planning	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Environment	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Delivery of Service/Instruction	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Professionalism	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Step 2: Apply the Overall Performance Measure criteria below to determine Overall Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
If…	**Then…**
Environment and Instruction are rated *Ineffective*	summative rating shall be *Ineffective*
Environment or Instruction are rated *Ineffective*	summative rating is *Developing* or *Ineffective*
Planning or Professionalism is rated *Ineffective*	summative rating shall not be *Exemplary*
Two performance measures are rated *Developing* and two are rated *Accomplished*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Accomplished*
Two performance measures are rated *Developing* and two are rated *Exemplary*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Exemplary*
Two performance measures are rated *Accomplished* and two are rated *Exemplary*	summative rating shall be *Exemplary* only if Environment or Instruction is rated *Exemplary*

Step 3: Using the criteria in step 2 assign the Overall Summative Rating

Overall Summative Performance Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Evaluator Comments:

Evaluator Signature:		**Date**	

Evaluatee Comments:

Evaluatee Signature:		**Date:**	

Instructional Coach Post-Observation/Site Visit

Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Instructional Coach		**School**	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
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?	

Evaluator's Formative Observation Rating

Domain 2: Environment	**Rating:**					**Domain 3: Delivery of Service**	**Rating:**				
A: Creating an Environment of Trust and Respect	**I**	**D**	**A**	**E**	**NA**	A: Collaborating with Teacher in Instructional Design	**I**	**D**	**A**	**E**	**NA**
B: Establishing a Culture for Ongoing Instructional Improvement	**I**	**D**	**A**	**E**	**NA**	B: Engaging Teachers in Learning Instructional Skills	**I**	**D**	**A**	**E**	**NA**
C: Establishing Clear Procedures for Instructional Support	**I**	**D**	**A**	**E**	**NA**	C: Sharing Expertise with Staff	**I**	**D**	**A**	**E**	**NA**
D: Establishing Norms of Behavior	**I**	**D**	**A**	**E**	**NA**	D: Locating Resources for Teachers	**I**	**D**	**A**	**E**	**NA**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	**NA**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**	**NA**

Domain 1: Planning	**Comments/Ratings:**

Domain 4: Professional	**Comments/Ratings:**

Instructional Coach's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Framework for Instructional Coaches

Domain 1 Planning & Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of current trends in specialty area and professional development B. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program C. Establishing goals for the instructional support program appropriate to the setting and the teachers served D. Demonstrating knowledge of resources both within and beyond the school and district E. Planning the instructional support program integrated with the overall school program F. Developing a plan to evaluate the instructional support program	A. Creating an environment of trust and respect B. Establishing a culture for ongoing instructional improvement C. Establishing clear procedures for teachers to gain access to the instructional support D. Establishing and maintaining norms of behavior for professional interactions E. Organizing Physical Space for workshops or training	A. Collaborating with teachers in the design of instructional units and lessons B. Engaging teachers in learning new instructional skills C. Sharing expertise with staff D. Locating resources for teachers to support instructional improvement E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Preparing and submitting budgets and reports C. Coordinating work with other instructional specialists D. Participating in a professional community E. Engaging in professional development F. Showing professionalism including integrity and confidentiality

Guidance Counselor Post-Observation/Site Visit
Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Guidance Counselor		**School**	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
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?	

Evaluator's Formative Observation Rating

Domain 2: 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 with Academic, Personal, Social & Career Plans	**I**	**D**	**A**	**E**	**NA**
C: Managing Routines and Procedures	**I**	**D**	**A**	**E**	**NA**	C: Using Counseling Techniques	**I**	**D**	**A**	**E**	**NA**
D: Establishing Standards of Conduct Throughout 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**

Domain 1: Planning	**Comments/Ratings:**

Domain 4: Professional	**Comments/Ratings:**

Other Professional's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Framework for Guidance Counselors

Domain 1 Planning & Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of counseling theory and techniques B. Demonstrating knowledge of child and adolescent development C. Establishing goals for the counseling program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district E. Planning the counseling program integrated with the regular school program F. Developing a plan to evaluate the counseling program	A. Creating an environment of respect and rapport B. Establishing a culture for productive communication C. Managing routines and procedures D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school E. Organizing physical space	A. Assessing student needs B. Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs C. Using counseling techniques in individual and classroom programs D. Brokering resources to meet needs E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Maintaining records and submitting them in a timely fashion C. Communicating with families D. Participating in a professional community E. Engaging in professional development F. Showing professionalism

Library/Media Specialist Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Library/Media Specialist		**School**	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
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?	

Evaluator's Formative Observation Rating

Domain 2: 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**

Domain 1: Planning	**Comments/Ratings:**

Domain 4: Professional	**Comments/Ratings:**

Other Professional's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Framework for Library Media Specialists

Domain 1 Planning & Preparation	Domain 2 The Library Environment	Domain 3 Instruction/Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of content curriculum and process B. Demonstrating knowledge of students C. Supporting instructional goals D. Demonstrating knowledge and use of resources E. Demonstrating knowledge of literature and lifelong learning F. Collaborating in the design of instructional experiences	A. Creating an environment of respect and rapport B. Establishing a culture for learning C. Managing library procedures D. Managing student behavior E. Organizing physical space	A. Communicating clearly and accurately B. Using Questioning and research techniques C. Engaging students in learning D. Assessment in instruction E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Maintaining accurate records C. Communicating with school staff and community D. Participating in a professional community E. Growing and developing professionally F. Collection development and maintenance G. Managing the library budget H. Managing personnel I. Professional ethics

Speech Language Pathologist
Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Speech Language Pathologist/OT/PT		**School**	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
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?	

Evaluator's Formative Observation Rating

Domain 2: 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**

Domain 1: Planning	**Comments/Ratings:**

Domain 4: Professional	**Comments/Ratings:**

Other Professional's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Framework for Speech Language Pathologist

Domain 1 Planning & Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of skill in the specialist therapy area holding the relevant certificate or license B. Establishing goals for the therapy program appropriate to the setting and the students served C. Demonstrating knowledge of district state and federal regulations and guidelines D. Demonstrating knowledge of resources both within and beyond the school and district E. Planning the therapy program integrated with the regular school program to meet the needs of individual students F. Developing a plan	A. Establishing rapport with students B. Organizing time effectively C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the treatment center E. Organizing physical space for testing of students and providing therapy	A. Responding to referrals and evaluating student needs B. Developing and implementing treatment plans to maximize student success C. Communicating with families D. Collecting information; writing reports E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Collaborating with teachers and administrators C. Maintaining an effective data management system D. Participating in a professional community E. Engaging in professional development F. Showing professionalism including integrity advocacy and maintaining confidentiality

School Psychologist
Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

School Psychologist		**School**	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
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?	

Evaluator's Formative Observation Rating

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

Domain 1: Planning & Preparation	**Comments/Ratings:**

Domain 4: Professional Responsibilities	**Comments/Ratings:**

School Psychologist's Signature _____ Date _____ Evaluator's Signature _____ Date _____

Framework for School Psychologist

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge and skill in using psychological instruments to evaluate students B. Demonstrating knowledge of child and adolescent development and psychopathology C. Establishing goals for the psychology program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district E. Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention F. Developing a plan to evaluate the psychology program	A. Establishing rapport with students B. Establishing a culture for positive mental health throughout the school C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the testing center E. Organizing physical space for testing the students and storage of materials	A. Responding to referrals, consulting with teachers and administrators B. Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines C. Chairing evaluation team D. Planning interventions to maximize students' likelihood of success E. Maintaining contact with physicians and community mental health service providers F. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Communicating with families C. Maintaining accurate records D. Participating in a professional community E. Engaging in professional development F. Showing professionalism

School Psychologist Formal Observation & Formal Site Visit Document

School Psychologist	Evaluator	School
Observation Date		

Indicate the rating for each Performance Measure

Domain 1: Planning & Preparation	I	D	A	E	Comments:
1A Demonstrating knowledge and skill in using psychological instruments to evaluate students					
1B Demonstrating knowledge of child and adolescent development and psychopathology					
1C Establishing goals for the psychology program appropriate to the setting and the students served					
1D Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district					
1E Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention					
1F Developing a plan to evaluate the psychology program					
Overall Domain Comments:					

Domain 2: Environment	I	D	A	E	Comments:
2A Establishing rapport with students					
2B Establishing a culture for positive mental health throughout the school					
2C Establishing and maintaining clear procedures for referrals					
2D Establishing standards of conduct in the testing center					
2E Organizing physical space for testing the students and storage of materials					
Overall Domain Comments:					

Domain 3: Delivery of Service	I	D	A	E	Comments:
3A Responding to referrals, consulting with teachers and administrators					
3B Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines					
3C Chairing evaluation team					
3D Planning interventions to maximize student's likelihood of success					
3E Maintaining contact with physicians and community mental health service providers					

3F Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Domain 4: Professional Responsibilities	**I**	**D**	**A**	**E**	**Comments:**
4A Reflecting on practice					
4B Communicating with families					
4C Maintaining accurate records					
4D Participating in a professional community					
4E Engaging in professional development					
4F Showing professionalism					
Overall Domain Comments:					

Overall / Miscellaneous Comments

_____ _____

Evaluatee Signature Date

_____ _____

Observer Signature Date

School Psychologist Informal Observation or Site Visit Document

School Psychologist	Evaluator	School
Position	___ Announced ___ Unannounced	Observation Date

Indicate the rating for each Performance Measure

Domain 2: Environment	I	D	A	E	Comments:
2A Establishing rapport with students					
2B Establishing a culture for positive mental health throughout the school					
2C Establishing and maintaining clear procedures for referrals					
2D Establishing standards of conduct in the testing center					
2E Organizing physical space for testing the students and storage of materials					
Overall Domain Comments:					

Domain 3: Delivery of Service	I	D	A	E	Comments:
3A Responding to referrals, consulting with teachers and administrators					
3B Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines					
3C Chairing evaluation team					
3D Planning interventions to maximize student's likelihood of success					
3E Maintaining contact with physicians and community mental health service providers					
3F Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Additional Comments

_____ _____

Evaluatee Signature Date

_____ _____

Observer Signature Date

Principal / Assistant Principal

Reflective Practice, Working Conditions Goal, and Professional Growth Planning Template

Principal	
School	

Reflection on the 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. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths & areas for growth
1. Mission, Vision & Core Values - *Effective educational leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*	I	D	A	E	
2. Ethics & 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 & 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 & 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 of 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 & 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 & 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.

Professional Growth Goal Statement:
Working Conditions Goal Statement:

Performance Standard/Measure connected to the PGP Goal and WCG Goal:
Activities to provide evidence for accomplishing the PGP Goal and WCG Goal:

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An Accomplished result is the expected outcome from the goal. To achieve Exemplary the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
% and below	%- %	% - %	% and above

Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

End of Year Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Professional Growth Goal and Working Conditions Goal.

End of Year Professional Growth Reflection:	**End of Year Working Conditions Goal Growth Reflection:**
PGP Status of Growth Goal(s): Continue:_____ Completed:_____ Continue with Revisions:_____	**WCG Status of Growth Goal(s):** Continue:_____ Completed:_____ Continue with Revisions:_____
Evaluatee Comments:	
Evaluator Comments:	

Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

1:1 Site Visit (Principals)

Directions: ***Use this document for the principal/superintendent 1:1 site visit***

Principal's Name:_____ Superintendent's Name: _____

1ST Site Visit Date: _____ 2nd Site Visit Date: _____ 3rd Site Visit Date:_____

As a school leader to what extent do you provide leadership for:	
1) the learning climate? a) Expect student ownership of learning/accommodation of diverse learning needs b) Student engagement c) Environment of compassion & mutual respect d) Lesson design for learning processes with empowering activities e) Value/use of student work f) Equitable access to technology/space/tools/times	**Evidence for learning climate** (Blended connections: student agency & positive work experience)
2) classroom assessment and reflection? a) Expect revision of instructional strategies from student data b) Colleague reflection to improve practices using student work/data/observations/assignments c) Create rubrics for clear expectation of quality for student performance guidance d) Student use of feedback to improve work and self & peer assessment e) Instructional reflection for adjustments during student learning	**Evidence for classroom assessment and reflection (**Blended connection: actionable data/feedback)
3) instructional rigor and student engagement? a) Expect clarification & sharing with students learning targets/criteria for success b) Monitor teachers to challenge student thinking/facilitate discussion with higher order questions/variety of approaches c) Integration of learning resources/texts for increased learning options d) Expect the integration of inquiry skills in learning experiences	**Evidence for instructional rigor and student engagement** (Blended connection: transparency of the learning goal)
4) instructional relevance? a) Expect learning opportunities for students to pose & respond to meaningful, authentic questions b) Use a variety of technology that supports student learning c) Link concepts and key ideas to prior experiences/understandings/multiple representations/examples/explanations d) Monitor inclusion of essential work skills to equip students for future challenges e) Monitor incorporation of student experiences/interests/real-life situations for learning connections to community/society/current events.	**Evidence for instructional relevance** (Blended connections: meaningful work experience & mentor)
5) knowledge of content? a) Ensure teachers use ways for students to monitor growth and track progress b) Utilization and understanding of content vocabulary c) Integration and implementation of standards-based courses/lessons/units d) Provide a rich repertoire of instructional strategies/resources/application	**Evidence for knowledge of content** (Blended connections: individual mastery & sustained quiet solitary reading time)
In preparation for the Superintendent's site visit prepare with the following:	
6) Current student performance data analysis	
7) Discuss how you foster effective human resource management with personnel and practices	

SUMMATIVE RATINGS for PRINCIPAL & ASSISTANT PRINCIPAL

Evaluatee Name: _____ **Evaluator Name:**_____

Directions: Evaluator will assign an Overall Summative Rating by following the three-step guidance below

Step 1: Assign the Overall Rating for each Performance Measure:

Performance Measures	Overall Rating			
Planning	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Environment	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Instruction	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Professionalism	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Step 2: Apply the Overall Performance Measure criteria below to determine Overall Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
If…	**Then…**
Environment and Instruction are rated *Ineffective*	summative rating shall be *Ineffective*
Environment or Instruction are rated *Ineffective*	summative rating is *Developing* or *Ineffective*
Planning or Professionalism is rated *Ineffective*	summative rating shall not be *Exemplary*
Two performance measures are rated *Developing* and two are rated *Accomplished*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Accomplished*
Two performance measures are rated *Developing* and two are rated *Exemplary*	summative rating shall be *Accomplished* only if Environment or Instruction is rated *Exemplary*
Two performance measures are rated *Accomplished* and two are rated *Exemplary*	summative rating shall be *Exemplary* only if Environment or Instruction is rated *Exemplary*

Step 3: Using the criteria in step 2 assign the Overall Summative Rating

Overall Summative Performance Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Evaluator Comments:

Evaluator Signature:		**Date**	

Evaluatee Comments:

Evaluatee Signature:		**Date:**	

Henderson County Schools
District Certified Administrator Evaluation Instrument

Standard 1: Vision

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	1.1 Vision and mission of the school are effectively communicated to staff, parents, students and community.	Meets	1.1 Vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.
Meets Does Not Meet	1.2 Core beliefs of the school vision are modeled for all stakeholders.	Meets	1.2 Stakeholders help construct the core beliefs of the school vision.
Meets Does Not Meet	1.3 Progress toward the vision and mission is communicated to all stakeholders.	Meets	1.3 Stakeholders know and help deliver the vision and mission of the school to the community.
Meets Does Not Meet	1.4 Assessment data related to student learning are used to develop the school vision and goals.	Meets	1.4 Assessment data is constantly used to re-develop the school vision and goals.
Meets Does Not Meet	1.5 Barriers to achieving the vision are identified, clarified, and addressed.	Meets	1.5 Barriers to achieving the vision are incorporated in the new goals for a better vision.
Meets Does Not Meet	1.6 Existing resources are used in support of the school vision and goals.	Meets	1.6 Needed resources are sought and obtained to support the implementation of the school mission and goals.

Comments:

Standard 2: School Culture and Learning

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	2.1 All individuals are treated with fairness, dignity and respect.	Meets	2.1 The school culture is evidently one in which all stakeholders are treated with fairness, dignity, and respect.
Meets Does Not Meet	2.2 Students feel valued and important.	Meets	2.2 Due to school culture students know they are valued and important.
Meets Does Not Meet	2.3 Responsibilities and contributions of each individual are acknowledged.	Meets	2.3 The use of symbols, ceremonies, and similar activities promote the contributions of individuals.
Meets Does Not Meet	2.4 A culture of high expectations for self, student, and staff performance is promoted.	Meets	2.4 All school staff have high expectations for student achievement.
Meets Does Not Meet	2.5 Student learning is assessed using a variety of techniques.	Meets	2.5 Plans instructional strategies that require higher order thinking to measure student learning.
Meets Does Not Meet	2.6 School culture and climate are assessed on a regular basis.	Meets	2.6 All decision-making involves the impact the culture has on the school.
Meets Does Not Meet	2.7 Technologies are used by teachers in teaching and learning.	Meets	2.7 Teachers are expected to use and be monitored at all levels of technology in their teaching strategies.
Meets Does Not Meet	2.8 Pupil personnel programs are developed to meet the needs of students and their families.	Meets	2.8 Monitoring of the FRYSC, school guidance programs and other pupil personnel is done to ensure the needs of students and families are being met.
Meets Does Not Meet	2.9 A variety of supervisory and evaluation models is employed.	Meets	2.9 Administrator demonstrates usage of supervisory/evaluation models to help teaching become distinguished.
Meets Does Not Meet	2.10 Gathers and appropriately uses data regarding student achievement to determine effectiveness of teaching and learning.	Meets	2.10 Proactively identifies new challenges, moving proficient performance to exemplary level.
Meets Does Not Meet	2.11 Communicates and uses data with both leaders and teachers in order to inform instructional decisions and set and measure student performance goals.	Meets	2.11 Provides opportunities for students to reflect on and monitor their own progress.

Comments:

Standard 3: Management

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	Meets	3.1 Operational procedures are designed and managed to maximize opportunities for successful learning, teaching, and student development.
Meets Does Not Meet	3.2 School plant, equipment and support systems operate safely, efficiently and effectively.	Meets	3.2 Climate audit and a safe school audit are completed on a regular basis and result in proficient levels of climate and safety.
Meets Does Not Meet	3.3 Effective conflict resolution skills are used.	Meets	3.3 Consensus decision-making is used by administration
Meets Does Not Meet	3.4 Confidentiality and privacy of school records are maintained.	Meets	3.4 Confidentiality training for appropriate staff is conducted to maintain a confidential system of recording at all times.
Meets Does Not Meet	3.5 Effective communication skills are used.	Meets	3.5 All stakeholders are kept informed through the many methods of communication used by the administration.
Meets Does Not Meet	3.6 Responsibility is shared to maximize ownership and accountability.	Meets	3.6 Effective group-process and consensus building skills are used.
Meets Does Not Meet	3.7 Fiscal resources of the school are managed responsibly, efficiently, and effectively.	Meets	3.7 School bookkeeper attends all yearly update trainings to assure proper adherence to the state regulations.
Meets Does Not Meet	3.8 A safe, clean, and aesthetically pleasing school environment is created and maintained.	Meets	3.8 Proper and thorough records are kept by custodial staff to document all cleaning areas and the most effective manner of cleaning.
Meets Does Not Meet	3.9 Effective use of technology to manage the schools.	Meets	3.9 All staff documentation is kept in organized fashion through technology.

Comments:

Standard 4: Collaboration

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	4.1 Relationships with community leaders are identified and nurtured.	Meets	4.1 High visibility, active involvement and effective communication with all community members are priorities.
Meets Does Not Meet	4.2 The school and community serve one another as resources.	Meets	4.2 There is outreach to different businesses, religious, political and social service agencies and organizations which can mutually serve in meeting needs.
Meets Does Not Meet	4.3 Diversity is recognized and valued.	Meets	4.3 Diverse partnerships with all community ethnic business groups are established to strengthen programs, support school goals, and promote diversity.
Meets Does Not Meet	4.4 Community collaboration is modeled for staff.	Meets	4.4 Staff members attend community meetings to better understand methods in meeting the needs of students.
Meets Does Not Meet	4.5 Effective media relations are developed and maintained.	Meets	4.5 School has written policy statement regarding how they communicate with the local media and maintains a productive collaborative partnership with the media.
Meets Does Not Meet	4.6 Public resources and funds are used appropriately and wisely.	Meets	4.6 SBDM minutes support the usage of activity and local district monies efficiently to meet the needs of students and staff.

Comments:

Standard 5: Integrity, Fairness, Ethics

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	5.1 Demonstrates a personal and professional code of ethics.	Meets	5.1 Relationships with all stakeholders reveal a personal and professional code of ethics with reflects deep integrity/respect.
Meets Does Not Meet	5.2 Serves as a role model.	Meets	5.2 School, staff and community members speak of the administrator's positive character and leader traits as an exemplary role model for all.
Meets Does Not Meet	5.3 Accepts responsibility for school operations.	Meets	5.3 Sets a growth plan to meet the needs of the school plan.
Meets Does Not Meet	5.4 Treats people fairly, equitably and with dignity and respect.	Meets	5.4 Reviews disciplinary notices on students and staff through reflection.
Meets Does Not Meet	5.5 Protects the rights and confidentiality of the students and staff.	Meets	5.5 Consistently follows all procedures to provide confidentiality and ultimate measures to protect all students and staff.
Meets Does Not Meet	5.6 Fulfills legal and contractual obligations.	Meets	5.6 Adheres to all district, state and federal mandates with maximum outcomes.
Meets Does Not Meet	5.7 Opens the school to public scrutiny.	Meets	5.7 Encourages in-school/out-of-school stakeholders to give feedback on all aspects of school operation.

Comments:

Standard 6: Political, Economic, Legal

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	6.1 Applies laws and procedures fairly, wisely and considerately.	Meets	6.1 All stakeholders are treated with respect and dignity.
Meets Does Not Meet	6.2 There is ongoing dialogue with representatives of diverse community groups.	Meets	6.2 Seeks and maintains an excellent rapport with all ethnic community groups as demonstrated by administrator's membership or attendance in civic organizations.
Meets Does Not Meet	6.3 Public policy is shaped to provide quality education for students.	Meets	6.3 Reviews school's policy and procedures to provide the highest quality of education.
Meets Does Not Meet	6.4 Lines of communication are developed with decision makers outside the school community.	Meets	6.4 Documentation shows the administration maintains open lines of communication with all stakeholders.

Comments:

Evaluatee Date

Evaluator Date

SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS

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

Evaluatee	Position
Evaluator	

Date(s) of Observation(s) 1st __/__/__ 2nd __/__/__ 3rd __/__/__ 4th __/__/__

Date(s) of Conference(s) 1st __/__/__ 2nd __/__/__ 3rd __/__/__ 4th __/__/__

	Ratings:
Administrator Standards:	
1. Vision (Instruction)	
2. School Culture and Learning (Environment)	
3. Management (Planning)	
4. Collaboration (Environment)	
5. Integrity, Fairness, Ethics (Professionalism)	
6. Political, Economic, Legal (Environment)	
Overall Rating:	

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. 2. 3. 4. 5. 6.

Evaluatee's Comments:

Evaluator's Comments:

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

Administrator's Signature *Date* *Evaluator's Signature* *Date*

The signatures are verification that the formal evaluation was held and that the employee received the results.

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School district's evaluation plan.

Employment Recommendation to Central Office:

___ Meets standards for re-employment
___ Meets standards with reservation for re-employment
___ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

_____ School Year

_____ Enrichment
_____ Assistance
_____ Corrective

PROFESSIONAL GROWTH PLAN for DISTRICT ADMINISTRATORS

BOE

Evaluatee Date Work Site

1. STANDARD(S):
2. PERFORMANCE EXPECTATION(S)
3. GROWTH OBJECTIVE(S) (Describe desired outcomes):
4. PRESENT STAGE OF DEVELOPMENT: Awareness ☐ Preparation ☐ Implementation Refinement ☐
5. PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE(S):
6. APPRAISAL METHOD AND TARGET DATES:
7. EVALUATEE'S COMMENTS:
8. EVALUATOR'S COMMENTS:

Beginning of Year - Growth Plan Developed:

Evaluatee Date Evaluatee Date

End of Year: [Circle One]
Achieved / Revised / Continued

Evaluator Date Evaluator Date

SELF-REFLECTION for DISTRICT ADMINISTRATORS

District Administrator	
School Year	
Position	

I – ineffective; D – developing; A – accomplished; E – exemplary

Standard	Self-Assessment				Strengths and Areas of Growth
1-Vision: *The district administrator maintains and articulates the mission and vision of the Henderson County Schools through written and verbal communication and daily practices and interactions that leads to student achievement and school improvement.*	I	D	A	E	
2-School Culture and Learning: *The district administrator fosters the success of all students and each school by advocating and sustaining an academically rigorous, positive, and safe school climate for all.*	I	D	A	E	
3-Management: *The district administrator models effective communication skills, problem solving techniques, shares responsibility in the overall success of the Henderson County Schools.*	I	D	A	E	
4-Collaboration: *The district administrator builds positive-working PLC relationships with each principal and school leadership team for the success of students. Community collaboration is embraced and championed.*	I	D	A	E	
5-Integrity, Fairness, and Ethics: *The district administrator serves as a role model, protects the rights of staff and students through confidentiality, and adheres to all local, state, and federal guidelines/mandates.*	I	D	A	E	
6-Political, Economic, and Legal: *The district administrator seeks and maintains an excellent rapport with ethnic community groups, reviews policy and procedures, and fosters the success of students through open lines of communication.*	I	D	A	E	

Professional Code of Ethics for Kentucky School Certified Personnel

Source: 16 KAR 1:020

Section 1. Certified Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students:

1. Shall provide students with professional education services in a non- discriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well- being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law:
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement;
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for
7. partisan political activities;
8. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment,
9. and shall not offer any of these to obtain special advantage.

To the Education Profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their
3. professional rights and responsibilities;
4. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
5. Shall not use coercive means or give special treatment in order to influence professional decisions;
6. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional
7. preparation and legal qualifications;
8. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR 1:020

Henderson County Board of Education Evaluation Certified Policy

CERTIFIED PERSONNEL – EVALUATION **PERSONNEL 03.18**

DEVELOPMENT OF SYSTEM

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

PURPOSES

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

NOTIFICATION

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

REVIEW

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

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

FREQUENCY

Administrators and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated at least once every three (3) years.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.1 All members of the appeals panel shall be current employees of the District.

ELECTION

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

TERMS

The length of the term for an appeals panel member shall be three (3) years. The panel members shall assume their responsibilities by September 1st. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

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

APPEAL FORM

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

CONFLICTS OF INTERESTS

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

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

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

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. PERSONNEL 03.18

REVISIONS

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

REFERENCES: KRS 156.557, 704 KAR 003:345 OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)
RELATED POLICIES: 03.15; 02.14; 03.16