Bullitt County Public Schools

TO: Dr. Jesse Bacon, Superintendent
Becky Sexton, Assistant Superintendent
Adrienne Usher, Assistant Superintendent

FROM: Althea Hurt, Director of Human Resources

DATE: February 24, 2021

RE: Item for March Board Meeting - 2021-2022 Certified Evaluation Plan (CEP)

Submitted for approval is the BCPS 2021-2022 Certified Evaluation Plan. There are no new state mandates for next school year. The only revision is the updated schedule for summative evaluations for tenured teachers. The plan has been reviewed by the BCPS 50/50 Committee and will be submitted to Mr. Todd Davis, Educator Licensure and Quality Division Director with the Kentucky Department of Education upon BCPS Board approval.

Attachments: CEP Document
              Assurances Document

ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The **Bullitt County Public Schools** district assures the Commissioner of Education that:

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

Name:	Title:
Rebecca Johnson	Teacher
Kimberly Ludwig	Teacher
Tiffany Walker	Teacher
Kevin Connors	Middle School Principal
Dr. J Lail	High School Principal
Matthew Treadway	Elementary School Principal
Althea Hurt	Facilitator/Director of Human Resources

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
_____. (704 KAR 3:370)

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date

Certified Employee Evaluation Plan

2021 - 2022

Table of Contents

Section I - Overview

All employees required to hold a valid certificate, issued by the Kentucky Department of Education, in order to perform their functions are to be evaluated as follows:

(1) All school and district-level administrators, including the Superintendent, and all non-tenured teachers shall be evaluated summatively each year. The Superintendent shall be evaluated annually by the Board of Education to include opportunity for professional growth pursuant to KRS 156.111.

(2) Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's Certified Evaluation Plan within **30 calendar days** of reporting for employment each school year. Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation. The district will train primary evaluators in the local evaluation process. There will be three (3) hours of annual EILA approved evaluation training provided by the district. Evaluators are required to secure three (3) additional EILA approved hours of evaluation training each year.

(3) Employees new to the school system shall be
    A.   Observed and all documentation reviewed at the end of the first half of the school year, and these actions shall be documented on a mid-year report; and
    B.   Evaluated near the end of the second half of the school year using the summative evaluation form.

(4) All tenured certified school personnel shall be evaluated a minimum of one time during every three (3) year period. Tenured certified school personnel with legal first names beginning A through H shall be evaluated during the 2021-2022 school year. Tenured certified school personnel with the legal first names beginning I through P shall be evaluated during the 2022-2023 school year. Tenured certified school personnel with the legal first names beginning Q through Z shall be evaluated during the 2023-2024 school year. Certified school personnel, when first achieving continuing contract status, shall enter the cycle according to the first letter of their legal first name.

Tenure educators (By First Letter of Legal First Name)

	2021-2022	2022-2023	2023-2024
Mini Observation	I-P	Q-Z	A-H
Mini Observation	Q-Z	A-H	I-P
Full Observation	A-H	I-P	Q-Z

The Director of Human Resources is designated as the person responsible for evaluation training and as the contact person for the evaluation plan in the Bullitt County School system.

Section II – Forms

(1) The formative and summative evaluation forms used in evaluating certified personnel shall be developed and/or accepted by the evaluation committee and approved by the Superintendent and Board of Education.

(2) For each formal observation, the pre-observation form will be utilized and will be reviewed during a pre-observation conference. For administrators, the growth plan will be utilized in lieu of a pre-observation form.

(3) Student work samples appropriate to each position may be collected and used in the evaluation cycle.

(4) A mid-year report shall be completed for all non-tenured teachers and teachers new to the district. The evaluatee and

evaluator shall sign the form and it shall be submitted to the Human Resources department at the end of the first semester.

(5) An individual professional growth plan shall be developed by all certified employees. The growth plan shall be reviewed annually.

(6) A Corrective Action Plan shall be developed when any employee receives a rating of "Ineffective" on a summative evaluation or demonstrates a recurring significant deficiency in work performance to assist an employee.

Section III - Procedures

Formative:

(1) The principal and assistant principals may conduct observations and summative evaluations.

(2) When conducting an administrator evaluation, the primary evaluator may seek assistance from other administrative personnel in the collection of data.

(3) The collection of data shall be considered a vital part of any evaluation. All evidences used for purposes of evaluation shall be documented in the district-approved platform.

(4) All monitoring and observations of performance of a certified employee shall be conducted openly and with full knowledge of the employee.

(5) Unannounced visits by the evaluator(s) are permissible. Any documentation collected during these visits shall be shared with the evaluatee within five (5) working days. District walkthroughs are not evaluative.

(6) A pre-observation conference shall be held prior to each formal observation. The evaluator shall also hold a post-observation conference within five (5) working days after each required documented observation.

(7) The evaluator shall summarize the observations and conferences in the district-approved platform and may provide a hard copy to the employee at the end of the post-observation conference.

(8) If requested by the certified educator, an additional observation by another certified evaluator trained in the certified educator's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A certified evaluator who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the certified evaluator's written request, the evaluator shall select the third-party observer.

(9) All observations shall be completed prior to May 1 of the evaluation cycle. The summative evaluation shall be discussed at a conference between the evaluator and the employee by May 1 of the evaluation cycle and shall include all evaluation data.

(10) Additional observations are required when an employee receives any ratings of "Ineffective." Any visit, observation, or event adversely affecting the evaluation of an employee shall be discussed with the employee and a written record maintained.

   A. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification of deficiencies. For the employee not assigned to a classroom, the evaluator must observe work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities.

   B. The evaluator shall identify staff services and/or materials, which the employee may use to help correct the identified deficiencies. There shall be one (1) professional resource person who will serve in an assistance capacity only.

   C. The evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

Summative:

(1) Certified employees will be evaluated using the following table of performance criteria aligned to the four performance measures.

Performance Criteria and Role	Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
Athletic Director *District determined performance criteria specific to evaluatee's job category*	Standard 1 Organizational Management	Standard 3 Human Resources Management	Standard 5 School Climate	Standard 2 Communications and Community Relations Standard 4 Professionalism
District-Level Administrators *District determined performance criteria specific to evaluatee's job category*	Standard 1 Mission, Vision, & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 4 Curriculum, Instruction, & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community
Other Professionals *The Kentucky Framework for Teaching – Specialists Frameworks Guidance Counselor, School Social Worker, Supervisor of Social Services, Instructional Coach, Library Media Specialist, Speech Language Pathologist, School Psychologist*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Occupational Therapists *Occupational Therapist Standards*	Standard 3 Maintains overall responsibility for the development, documentation, and implementation of occupational therapy	Standard 2 Maintains responsibility for all aspects of the screening, evaluation, and re-evaluation process	Standard 1 Delivers Services that reflect philosophical base of Occupational Therapy services in accordance with AOTA	Standard 4 Maintains responsibility for documentation of student's performance, overall improvements or decline in functional performance areas, as well as providing discharge summaries for students exiting occupational therapy services
Teachers *KY Framework for Teaching – Preschool*	Standard 1 Planning and Preparation	Standard 2 The Environment	Standard 3 Delivery of Service	Standard 4 Professionalism
Principals/ Assistant Principals *Professional Standards for Educational Leaders (PSEL)*	Standard 1 Mission, Vision, & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 4 Curriculum, Instruction, & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community

Teachers KY Framework for Teaching	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Teachers KY Framework for Teaching – Family Liaison, Home-Hospital, ARC Chairperson, Etc.	Standard 1 Demonstrate Applied Content Knowledge

Standard 2 Designs and Plans Instruction | Standard 3 Creates and Maintains Learning Climate | Standard 4 Implements/Manages Instruction
Standard 5 Assesses/Communicates Learning Results

Standard 6 Demonstrates the Implementation of Technology | Standard 7 Reflects/Evaluates Teaching and Learning
Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching/Implements Professional Development

Standard 10 Provides Leadership within School/Community/Profession |
| Digital Learning Coaches Technology Standards | Standard 2 Teaching and Learning | Standard 6 Support, Operations, and Concepts | Standard 3 Assessment and Evaluation

Standard 9 Demonstrates Implementation of Technology | Standard 1 Professional Leadership and Vision

Standard 4 Productivity and Professional Practice

Standard 5 Social, Legal, and Ethical Issues

Standard 7 Reflects/Evaluates Teaching/Learning

Standard 8 Collaborates with Colleagues/Parents/Others |

(2) The evaluator will determine, based on evidence from the four performance measures: planning, environment, instruction, and professionalism, a summative rating. All ratings must be recorded on the district-approved forms/documentation for all certified employees and shall be discussed with the employee in a conference.

(3) The overall performance measure rating will be based upon professional judgement and summative ratings of the four performance measures. The four performance measures are Ineffective, Developing, Accomplished, & Exemplary. If two ratings are equal, choose the higher rating.

(4) All summative evaluations shall be based on multiple sources of evidence (evaluator observations, professional growth planning, and other possible sources of evidence.) Peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer observers will be trained via KDE offerings once every three years.

(5) The summative evaluation shall be discussed at a conference between the evaluator and all employees by May 1 and shall include all evaluation data.

(6) The evaluator shall take into consideration and note in writing any circumstances that may adversely affect an employee's performance.

(7) The employee shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation in the employee's official personnel file.

(8) A copy of the evaluation shall be provided to the person evaluated at the end of the summative conference.

(9) Employees shall be required to digitally sign all forms ensuring the evaluation has been discussed and a paper copy of the evaluation may provided to the evaluatee. The signing of the forms does not mean the employee agrees with the content, only that the forms have been reviewed and discussed.

(10) One designated building administrator shall evaluate the performance of itinerant/traveling employees assigned to

his/her school. The itinerant/traveling employee may request additional evaluative input from other supervising administrators.

The Performance Measures for Certified Administrators will be rated according to the four performance ratings in the chart below.

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

Section IV – Plans of Action

Individual Professional Growth Plan:

(1) A growth plan is an individualized plan that includes:
   A. Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
   B. Objectives, a plan for achieving the objectives, and a method for evaluating success; and
   C. Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and
   D. Identification of school and district resources within available funds to accomplish the goals.

The plan shall be developed by all certified personnel annually. The beginning of the evaluation cycle occurs immediately following the summative conference. The growth plan shall be reviewed annually, and review may be expected during the formative conference. The growth plan will be reviewed during the summative conference.

(2) The professional growth plan requirement shall be met by completing one of the following:
   A. The employee shall develop a professional growth goal, which should be based on the certified educator's reflection component. The principal and certified educator shall review the appropriateness of the goal.
   B. Any employee receiving a rating of "Developing" during the summative evaluation process may be placed on an assistance plan to address the criterion.
   C. Any employee receiving a rating of "Ineffective" during the summative evaluation process shall be placed on a corrective action plan.

Assistance Plan:

(1) When a deficiency in work performance is occurring, the evaluator shall note the deficiency in writing and hold a conference with the employee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee.
(2) Improvement of deficiencies by the employee shall be documented in the individual assistance plan.

Corrective Action Plan:

(1) When a significant deficiency in work performance is recurring, and may have an adverse effect on continuing employment, the evaluator shall note the deficiency in writing and hold a conference with the employee and the Superintendent/designee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within

the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee and Superintendent/designee, following each meeting.

(2) Improvement of deficiencies by the employee shall be noted in writing and attached to all copies of the individual corrective action plan.

Section V – Appeals Process

(1) Any employee disagreeing with his/her summative evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the Appeals Panel as identified in item #4 and as required by 704 KAR 3:370.

(2) The evaluator shall inform the employee of his/her right to respond to his/her evaluation in writing, and that he/she may appeal both the substance and the procedural aspects of his/her evaluations within ten (10) working days. An employee may, within ten (10) working days after receipt of an evaluation, complaint or reprimand, file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or reprimand and a copy to Human Resources for attachment to the document.

(3) In cases of impasses, normal due process procedures prevail. An Appeals Panel consisting of two members elected by the certified staff and one member appointed by the Bullitt County Board of Education shall be established. This panel shall review the substance and the procedural aspects of the evaluation of any certified employee who appeals his/her evaluation.

(4) For appeals to the local evaluation appeals panel, each local evaluation plan shall provide for the following:
    A. Right to a hearing as to every appeal; and
    B. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel: and
    C. Right to presence of evaluatee's and/or evaluator's chosen representative.

Section VI - Timeline

Within 30 calendar days of Opening Day	Evaluator reviews evaluation plan with certified educators.
By September 15	Certified educator conducts a **self-reflection** and creates a **professional growth plan.**
By December 15	Mid-Year Reports must be completed.
By May 1	Summative evaluations must be completed. *(All observations must be completed PRIOR to May 1)*

Section VII – Professional Growth Planning, Self-Reflection, & Summative

The Professional Growth Plan for all certified educators, will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources, which may include classroom observation feedback, student feedback, peer feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, educators will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Late hires will complete this process within 20 working days of employment.

The certified educator:
(1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus each year; (For principals, this may include a working conditions goal.)
(2) collaborates with his or her administrator to develop a professional growth plan and action steps;
(3) enters professional growth plan in district-approved technology platform;
(4) implements the plan;

(5) regularly reflects on the progress and impact of the plan on his or her professional practice;
(6) modifies the plan as appropriate;
(7) continues implementation and ongoing reflection;
(8) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Non-tenured certified educators with zero (0) years of teaching experience will engage in the BCPS New Teacher Induction program for a total of 12 hours for professional learning credit during their first year. Late hires will follow the PL guidelines for appropriate number of hours to complete.

Section VIII - Observation

The immediate supervisor of the certified employee shall designate the primary evaluator. Principals and assistant principals may conduct observations and summative evaluations.

Observers of certified teachers and other professionals will conduct mini observations of approximately 20 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation. All observations shall be documented in district-approved technology platform.

Non-tenured certified educators will be observed three times each year:
- First mini observation by end of first semester
- Full observation and second mini observation prior to May 1 with at least ten instructional days between the two observations
- Final observation is a formal observation consisting of a full class or lesson observation

Tenured certified educators will be observed as follows:
- Year 1 ~ Mini observation prior to May 1
- Year 2 ~ Mini observation prior to May 1
- Year 3 ~ Full observation prior to May 1

Section IX – Observation Conferencing

Mini observations shall include a pre-observation conference within 24 hours prior to the observation, a 20 minute scheduled observation, and a post-observation conference within five (5) working days. **The evaluator determines the format of the pre-observation conference (electronic or face-to-face).** The evaluator will focus on one aspect of the certified educator's PGP during the mini observation, which shall be discussed during the pre-observation conference.

Full observations shall include a pre-observation conference within 24 hours of the observation, a full class period scheduled observation, and a post-observation conference within five (5) working days. **The evaluator determines the format of the pre-observation conference (electronic or face-to-face).**

The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1.

Section X – Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Late hires will merge into the observation schedule based upon hire date.
- **Observations must be completed prior to May 1.**

Section XI – Evaluation Training

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting summative evaluations. Each year following the Initial Certified Evaluation Training, all evaluators must complete six (6) hours of EILA approved evaluation training annually.

To ensure consistency of observations, all evaluators conducting observations must complete the district-approved observation training prior to conducting observations used for the purpose of evaluation.

Section XII – Principal/Assistant Principal/District-Level Administrators Evaluation Information

Professional Standards for Educational Leaders (PSEL)

The Professional Standards for Educational Leaders (2015) have a strong, clear emphasis on students and student learning. They outline the foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st century. Performance for principals, assistant principals, and certified district-level administrators 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 across each standard.

1. Mission, Vision, and Core Values – Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Ethics and Professional Norms – Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. Equity and Cultural Responsiveness – Effective educational leaders strive for equality of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Curriculum, Instruction, and Assessment – Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
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.
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.
7. Professional Community for Teachers and Staff – Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. Meaningful Engagement of Families and Community – Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Operations and Management – Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement – Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

REQUIRED EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Late hires will complete this process within 20 working days of employment.

Self-reflection is meant to improve professional practice through careful consideration of the impact of leadership practice. The principal will complete a Professional Growth Plan and send to his/her Director for review prior to sending to the Superintendent for approval. The district-level administrator will send his/her Professional Growth Plan to the Superintendent/Designee for approval.

Working Conditions Growth Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting, in collaboration with the Superintendent, a two-year Working Conditions Growth Goal based on the most recent IMPACT Survey. The Working Conditions Growth Goal shall be added to the School Improvement Plan.

- **Steps to Completing the Working Conditions Growth Goal**

    1. Principals will identify an IMPACT survey question that indicates a need for growth and will then identify additional IMPACT survey questions that may have similar results.
    2. Once these are identified, the principal will connect these questions to one or more of the Professional Standards for Educational Leaders (PSEL).
    3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
    4. The Superintendent/Designee will specify the level to be achieved for Developing, Accomplished, and Exemplary ratings.
    5. Complete an Action Plan outlining the steps the principal will take to accomplish the established goal.
    6. Final evaluation of the Working Conditions Growth Goal will be measured based on the next IMPACT survey results.

Site-Visits

Site visits are a method by which the superintendent/designee may gain insight into the principal's, assistant principal's, or district-level administrator's practice in relation to the standards. During a site visit, the superintendent/designee will discuss various aspects of the job with the principal, assistant principal, and district-level administrator. The superintendent/designee will use the responses to determine issues to further explore. Additionally, the principal and district-level administrator may explain the successes and trials the school community has experienced in relation to school and department improvement.

A pre-conference will be held between the principal and superintendent or the principal and the assistant principal, on the day of the visit prior to the observation. **The Growth goal will be discussed in lieu of a pre-observation form.** The observation will consist of 60-90 minutes. The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre-conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference. Late hires will merge into the observation schedule based upon hire date.

Site visits shall:

- be applied in a variety of settings
- provide information on a wide range of contributions made by principals and district-level administrators
- range from observing how a principal or district-level administrator interacts with others to observing programs and shadowing the administrator

- be connected to the Professional Standards for Educational Leaders (PSEL) and performance criteria applicable to the district evaluatee's position.

Summative Conference

A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for all certified administrators. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description, and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating.

Criteria for Determining the Performance Measure for a Summative Rating

IF	THEN
If Environment AND Instruction are both rated Ineffective	the Summative Rating is Ineffective.
If Environment OR Instruction is rated Ineffective	the Summative Rating is Developing or Ineffective.
If Planning OR Professionalism is rated Ineffective	the Summative Rating shall not be Exemplary.
If two Performance Measures are rated Developing AND two are rated Accomplished	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Accomplished.
If two Performance Measures are rated Developing AND two are rated Exemplary	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Exemplary.
If two Performance Measures are rated Accomplished AND two are rated Exemplary	the Summative Rating shall be Exemplary only if Environment OR Instruction is rated Exemplary

Other Sources of Evidence/Products of Practice

Principals/Assistant Principals/District-level Administrators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's/district-level administrator's practice within the standards.

Additional evidence provided in support of administrator practice may include items from the following list (not a comprehensive list):

☐ Faculty Meeting Agendas and Minutes
☐ Collaborative Team Agendas and Minutes
☐ School-Wide PLC Process Documentation
☐ Leadership Team Agendas and Minutes
☐ Instructional Walk-Through Documentation
☐ Parent/Community Engagement Surveys
☐ Professional Organization Memberships

☐ EILA/Professional Learning Experience Documentation
☐ Parent/Community Engagement Events Documentation
☐ Surveys
☐ School Schedules
☐ SBDM Minutes
☐ Budgets

Principal/Assistant Principal/Certified District Level Administrator Summary Timeline

By August 1	Superintendent/Designee reviews expectations with Principals, Asst. Principals, & District-Level Admin.
By November 15	Principal/Assistant Principal/District-level Admin. will individually develop a Professional Growth Plan. Principals and Asst. Principals will collaboratively develop a Working Conditions Goal.
By December 30	Superintendent/Designee conducts site visit
By March 31	Completion of IMPACT Survey, depending on 2 year cycle
By April 30	Superintendent/Designee conducts a Site Visit
By April 30	Summative conference with Principal/Assistant Principal to review the Working Conditions Goal and Professional Growth Plan. Summative with District-Level Admin to review the Professional Growth Plan

*Additional Conferences may be held as deemed necessary to monitor PGP process.
*All dates are tentative based on the adjustment of the school calendar.

Certified Employee Evaluation Committee

Rebecca Johnson, Teacher
Kimberly Ludwig, Teacher
Tiffany Walker, Teacher
Kevin Connors, Principal
J Lail, Principal
Matthew Treadway, Principal
Facilitator ~ Althea Hurt, Director of Human Resources

Bullitt County Public Schools
Employee Conference Summary

Employee_____   Date_____

School_____   Time_____

<table>
<tr><td><u>Purpose of Meeting</u></td></tr>
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<tr><td><u>Action Steps/Solution</u></td></tr>
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Next Meeting Date and Time_____

Administrator Signature_____   Date_____

Employee Signature_____   Date_____

Additional Signature_____   Date_____

Additional Signature_____   Date_____

By signing this document, you are acknowledging that you were present at this conference.

Athletic Directors

Bullitt County Public Schools
Individual Professional Growth Plan for Athletic Directors

Name _____	Position/Grade _____
Work Site _____	Date _____

Performance Area: (Check One)

❏ 1. Planning ❏ 2. Environment ❏ 3. Instruction ❏ 4. Professionalism

❏ Enrichment Plan ❏ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❏ Achieved ❏ Assistance Plan Recommended ❏ Corrective Action Plan Recommended
_____ Employee Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Employee Signature / Date
_____ Supervisor Signature / Date		_____ Supervisor Signature / Date

Bullitt County Public Schools
❑ Mid-Year Evaluation for Athletic Directors
❑ Summative Evaluation for Athletic Directors

Evaluatee _____   Evaluator_____

School _____   Date_____

Date(s) of Conference(s):   1st _____   2nd _____

❑ **Professional Growth Plan was reviewed.**
❑ **A rating of developing or ineffective in any domain requires documentation.**

Planning	Exemplary	Accomplished	Developing	Ineffective
Complies With Regulations and Rules (KHSAA, Title 9, Budget, Fundraising, Etc.)				
Exhibits Ability to Plan, Manage Time Wisely, and Organize Job Duties and Responsibilities				
Meets Deadlines				
Schedules All Aspects of the Athletic Program (Practices, Games, Officials, and Maintenance of Fields)				

Environment	Exemplary	Accomplished	Developing	Ineffective
Maintains Confidentiality				
Maintains Appropriate Relationships With All Stakeholders				
Utilizes an Effective and Efficient Selection Process in Consultation With the School Council				
Manages the Supervision of Student Athletes in Accordance With Local and State Requirements				
Makes Appropriate Recommendations Relative to Personnel Transfer, Retention, Promotion, and Dismissal				

Instruction	Exemplary	Accomplished	Developing	Ineffective
Incorporates Knowledge of the Social, Cultural, Leadership, and Political Dynamics of the School Community to Cultivate a Positive Learning Environment				
Consistently Models and Collaboratively Promotes High Expectations, Mutual Respect, Concern, and Empathy for Student Athletes, Parents, Staff, and Community				
Uses Shared Decision-Making and Collaboration to Build Relationships With All Stakeholders and Maintain Positive School Morale				
Is Visible, Approachable, and Dedicates Time to Listen to the Concerns of Student Athletes, Teachers, and Other Stakeholders				

Professionalism	Exemplary	Accomplished	Developing	Ineffective
Exhibits Good Attendance				
Reports to Work on Time				
Accepts Direction From Supervisor				
Exhibits Effectiveness Under Stress				
Exhibits the Ability to Make Acceptable Judgements and Decisions				
Provides Effective Leadership for Position				
Utilizes Social Media and Electronic Communication (Texts and Emails) Appropriately				
Exhibits Acceptable Communication with the Public, Parents, Student Athletes, and Other Staff Members				
Disseminates Information to Student Athletes, Parents, Staff, and Other Stakeholders in a Timely Manner Through Multiple Channels and Sources				
Involves Student Athletes, Parents, Staff and Other Stakeholders in a Collaborative Effort to Establish Positive Relationships				
Maintains Visibility and Accessibility to Student Athletes, Parents, Staff, and Other Stakeholders				
Overall Performance				

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

Digital Learning Coaches

Bullitt County Public Schools
Formative Observation Instrument – Digital Learning Coaches

Standard 1:

Professional Leadership and Vision

The Digital Learning Coach inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conductive to the realization of the vision.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
1.1 - Participates in the shared development by all stakeholders of a vision for technology use and widely communicates that vision.
1.2 - Assists in the process to develop, implement, and monitor a dynamic, long-range, and systematic technology plan to achieve the vision.
1.3 - Participates in professional organizations and activities.
1.4 - Writes and speaks effectively.
1.5 - Promotes responsible risk-taking and continuous innovation with technology.
1.6 - Advocates for research-based effective practices in use of technology.
1.7 - Advocates on the state and national levels for policies, and funding opportunities that support implementation of the district technology plan.
1.8 - Initiates and develops educational projects and programs.
1.9 - Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
1.10 - Establishes a pattern of dependability including punctuality and regular attendance.
1.11 - Adherence to the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
1.12 - Replicates and shares successes with other educators in the school district through conferences, meetings, and district-wide professional development seminars in Technology Integration.
1.13 - Follows the school, district, and community policies, procedures, and regulations and support the missions, goals, objectives, and continuous improvement of the school.

Standard 2:

Teaching and Learning

The Digital Learning Coach ensures that curricular design, instructional strategies, and learning environments integrate technologies to maximize learning and teaching.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
2.1 - Identifies, uses, evaluates, and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
2.2 - Facilities and supports collaborative technology-enriched learning environments conducive to innovation for improved learning.
2.3 - Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
2.4 - Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the student's ability levels and learning styles.
2.5 - Connects content knowledge to real-world applications.
2.6 - Provides for learner-centered environments that use technology to meet the individual and diverse needs of learners.
2.7 - Facilitates the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision making, and problem solving skills.
2.8 - Plans and provides opportunities for the faculty and staff to take advantage of quality professional learning opportunities for improved learning and teaching with technology.

Standard 3:

Assessment and Evaluation

The Digital Learning Coach uses technology to plan and facilitate a variety of effective assessment and evaluation strategies.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
3.1 - Uses multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
3.2 - Uses technology to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning.
3.3 - Assesses staff knowledge, skills, and performance in using technology and uses results to facilitate quality professional development.
3.4 - Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4:

Productivity and Professional Practice

The Digital Learning Coach applies technology to enhance his/her professional practice and to increase his/her own productivity and that of others.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
4.1 - Models the routine, intentional, and effective use of technology.
4.2 - Uses technology to communicate and collaborate with colleagues, staff, parents, students, and the larger community in order to nurture student learning.
4.3 - Creates and participates in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
4.4 - Engages in sustained, job-related professional learning using technology resources.
4.5 - Locates and organizes materials and equipment to create an enriched multimedia environment.
4.6 - Maintains awareness of emerging technologies and their potential uses in education.
4.7 - Uses technology to advance organizational improvement.
4.8 - Establishes priorities for professional growth.
4.9 - Solicits input from others in the creation of individual professional development plans.
4.10 - Applies to instruction the knowledge, skills, and processes acquired through professional development.

Standard 5:

Social, Legal, and Ethical Issues

The Digital Learning Coach understands the social, legal, and ethical issues related to technology and models responsible decision making related to those issues.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
5.1 - Ensures equity of access to technology resources that enable and empower all learners and educators.
5.2 - Identifies, communicates, models, and enforces social, legal, and ethical practices to promote responsible use of technology.
5.3 - Promotes and enforces environmentally safe and healthy practices in the use of technology.
5.4 - Promotes and enforces privacy, security, and online safety related to the use of technology.
5.5 - Identifies and applies technology resources that enable learners with diverse backgrounds, characteristics, and abilities.
5.6 - Makes effective use of media and technologies.

Standard 6:

Support, Operations, and Concepts

The Digital Learning Coach ensures the integration of technology to support productive systems for learning and administration.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
6.1 - Assists in developing, implementing, and monitoring policies and guidelines to ensure compatibility of technologies.
6.2 - Provides guidance in implementing procedures to drive continuous improvement of technology systems and to support technology replacement cycles.
6.3 - Demonstrates knowledge, skills, and understanding of concepts related to technology.
6.4 - Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
6.5 - Identifies and locates technology resources, evaluates them for accuracy, and provides them to faculty and staff.

Standard 7:

Reflects / Evaluates Teaching / Learning

The Digital Learning Coach reflects on and evaluates teaching/learning.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
7.1 - Assesses and analyzes the effectiveness of instruction.
7.2 - Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
7.3 - Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8:

Collaborates with Colleagues / Parents / Others

The Digital Learning Coach collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, becomes responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
8.1 - Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
8.2 - Discusses with colleagues the purpose and scope of the collaborative effort.
8.3 - Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.4 - Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
8.5 - Secures and makes use of school and community resources that present differing viewpoints.
8.6 - Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.7 - Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional integration projects.
8.8 - Analyzes previous collaborative experiences to improve future experiences.

Standard 9:

Demonstrates Implementation of Technology

The Digital Learning Coach uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria:

The extent to which the digital learning coach:

Advanced-Level Performance
9.1 - Operates a multimedia computer and peripherals to install and use a variety of software.
9.2 - Uses terminology related to computers and technology appropriately in written and verbal communication.
9.3 - Demonstrates knowledge of the use of technology in business, industry, and society.
9.4 - Demonstrates basic knowledge of computer / peripheral parts and attends to simple connections and installations.
9.5 - Creates multimedia presentations using scanners, digital cameras, and video cameras.
9.6 - Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
9.7 - Use computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
9.8 - Requests and uses appropriate assistive and adaptive devices for students with special needs.
9.9 - Designs lessons that use technology to address diverse student needs and learning styles.
9.10 - Practices equitable and legal use of computers and technology in professional activities.
9.11 - Facilitates the lifelong learning of self and others through the use of technology.
9.12 - Explores, uses, and evaluates technology resources: software, applications, and related documentation.
9.13 - Applies research-based instructional practices that use computers and other technology.
9.14 - Use computers and other technology for individual, small group, and large group learning activities.
9.15 - Uses technology to support multiple assessments of student learning.
9.16 - Instructs and supervises students in the ethical and legal use of technology.

Bullitt County Public Schools
Individual Professional Growth Plan for Digital Learning Coaches

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❏ 1. Planning ❏ 2. Environment ❏ 3. Instruction ❏ 4. Professionalism

❏ Enrichment Plan ❏ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❏ Achieved ❏ Assistance Plan Recommended ❏ Corrective Action Plan Recommended
   _____ Employee Signature / Date _____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	 _____ Employee Signature / Date _____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for Digital Learning Coaches
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Location _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑ **Professional Growth Plan was reviewed**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

District Level Administrators

Bullitt County Public Schools
Individual Professional Growth Plan for District-Level Administrators

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❑ Achieved ❑ Assistance Plan Recommended ❑ Corrective Action Plan Recommended
_____ Employee Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Employee Signature / Date
_____ Supervisor Signature / Date		_____ Supervisor Signature / Date

Bullitt County Public Schools

Summative Evaluation for District-Level Administrators

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____   Position _____

Evaluator _____   Position _____

School/Work Site _____

Date(s) of Observation(s) _____

Date(s) of Conference(s) _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):
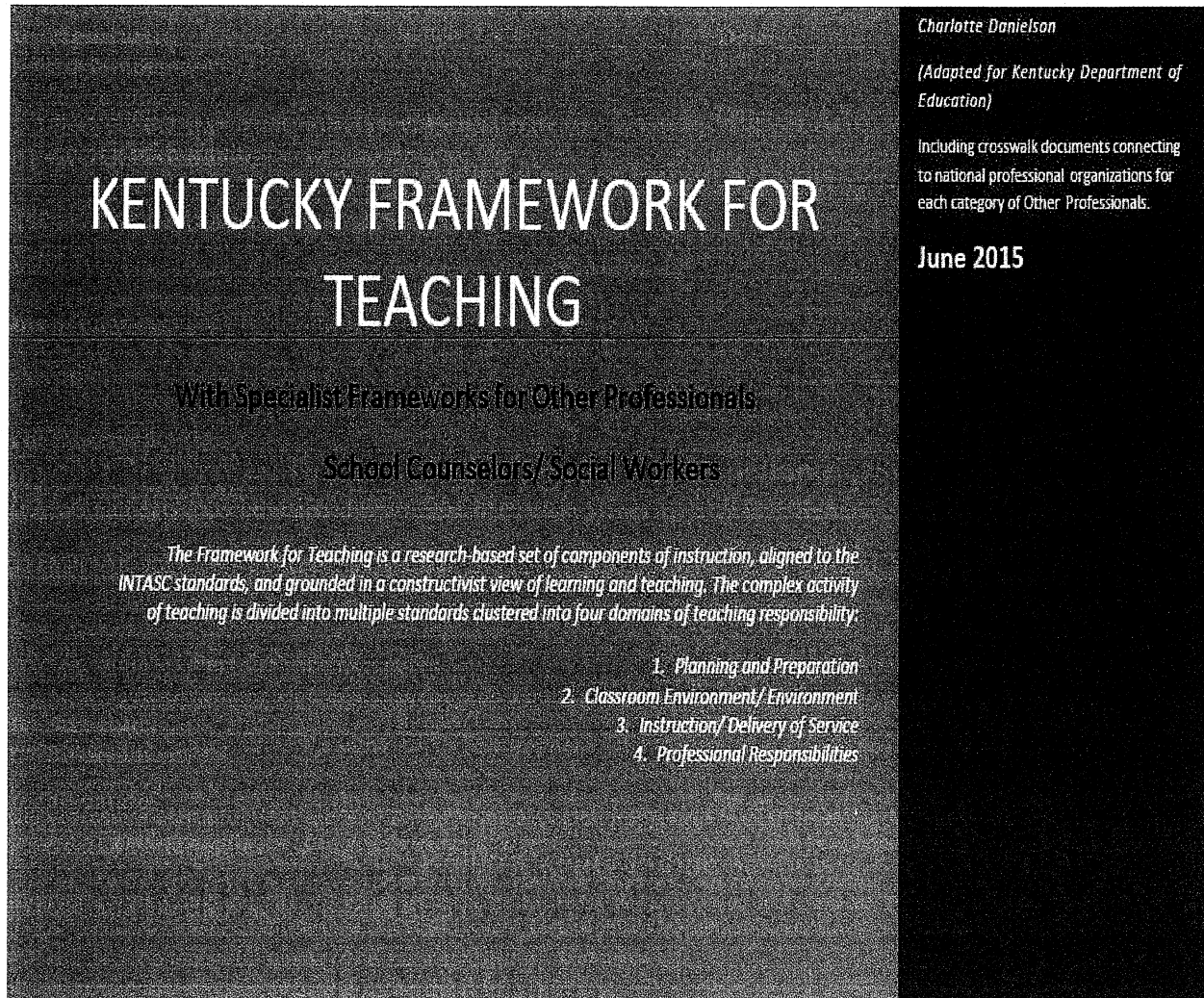

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

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Framework for School Counselors and Social Workers

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

School Counselors/Social Workers

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/Environment
3. Instruction/Delivery of Service
4. Professional Responsibilities

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for Guidance Counselors

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❏ 1. Planning ❏ 2. Environment ❏ 3. Instruction ❏ 4. Professionalism

❏ Enrichment Plan ❏ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❏ Achieved ❏ Assistance Plan Recommended ❏ Corrective Action Plan Recommended
_____ Employee Signature / Date		_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools

Summative Evaluation for Guidance Counselors

(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____ Evaluator_____

School _____

Date(s) of Observation(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

❏ Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]

Bullitt County Public Schools
Individual Professional Growth Plan for School Social Workers

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❏ 1. Planning ❏ 2. Environment ❏ 3. Instruction ❏ 4. Professionalism

❏ Enrichment Plan ❏ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review		End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:		❏ Achieved ❏ Assistance Plan Recommended ❏ Corrective Action Plan Recommended
_____ Employee Signature / Date			_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials/Date	_____ Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for School Social Workers
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____ Position _____

Evaluator _____ School _____

Date(s) of Observation(s): 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s): 1st _____ 2nd _____ 3rd _____ 4th _____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5 Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

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Bullitt County Public Schools
Individual Professional Growth Plan for Supervisor of Social Services

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❑ Achieved ❑ Assistance Plan Recommended ❑ Corrective Action Plan Recommended
_____ Employee Signature / Date		_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for Supervisor of Social Services
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Position _____

Evaluator _____   School _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5 Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):
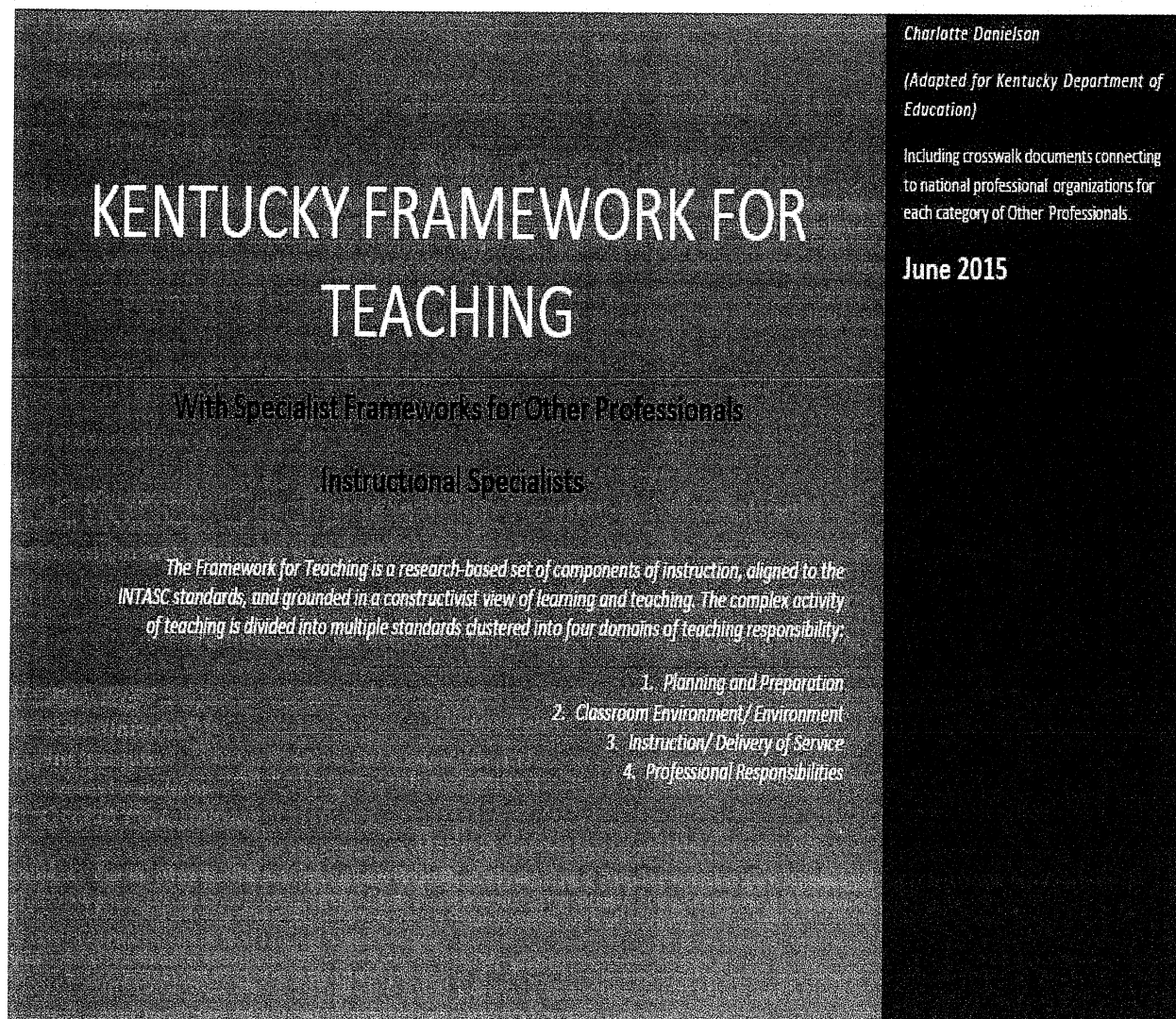

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

Instructional Coaches

Framework for Instructional Coaches

[Double click the image below]

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

Instructional Specialists

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for Instructional Specialists (Coaches)

Name _____ Position/Grade _____

Work Site _____ Date _____

Performance Area: (Check One)

❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review		End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:		❑ Achieved ❑ Assistance Plan Recommended ❑ Corrective Action Plan Recommended
_____ Employee Signature / Date			_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials/Date	_____ Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for Instructional Specialists (Coaches)
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Evaluator _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

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Framework for Library Media Specialist

[Double click the image below]
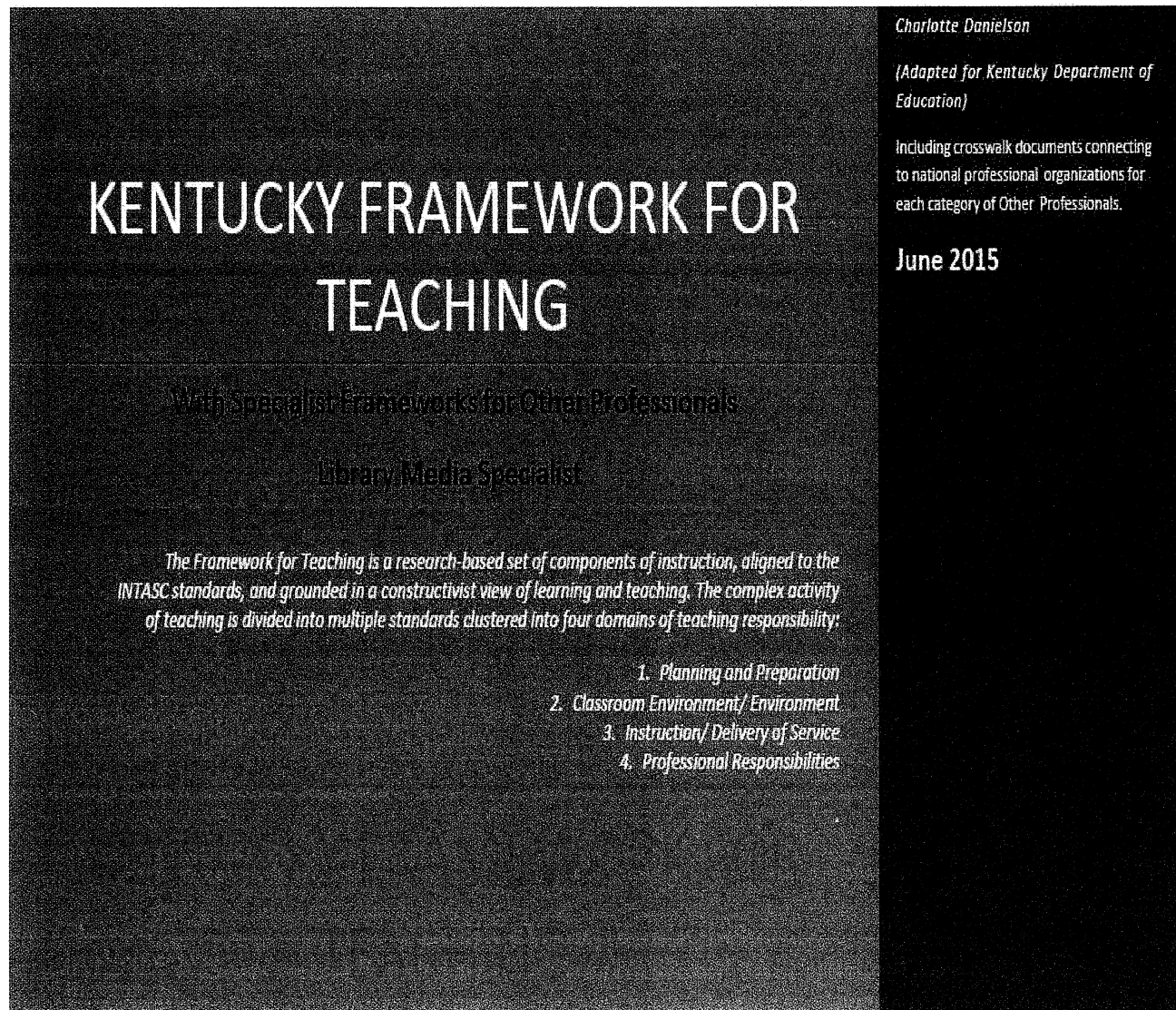
KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

Library Media Specialist

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for Library Media Specialists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❏ 1. Planning   ❏ 2. Environment   ❏ 3. Instruction   ❏ 4. Professionalism

❏ Enrichment Plan ❏ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review		End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:		❏ Achieved ❏ Assistance Plan Recommended ❏ Corrective Action Plan Recommended
_____ Employee Signature / Date			_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ Initials/Date	_____ Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools

Summative Evaluation for Library Media Specialists

(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Evaluator _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

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Occupational Therapists

Bullitt County Public Schools
Individual Professional Growth Plan for Occupational Therapists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❏ 1. Planning ❏ 2. Environment ❏ 3. Instruction ❏ 4. Professionalism

❏ Enrichment Plan ❏ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❏ Achieved ❏ Assistance Plan Recommended ❏ Corrective Action Plan Recommended
_____ Employee Signature / Date		_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for Occupational Therapists
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____ Position _____

Evaluator _____ Schools Servicing_____

Date(s) of Observation(s):　　　1st _____　　2nd _____　　3rd _____　　4th _____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1.　Planning				
2.　Environment				
3.　Instruction				
4.　Professionalism				
5.　Overall Performance				

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[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

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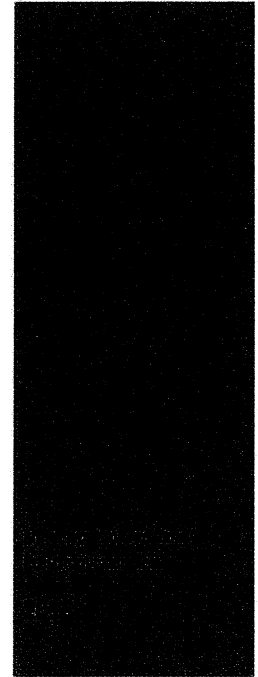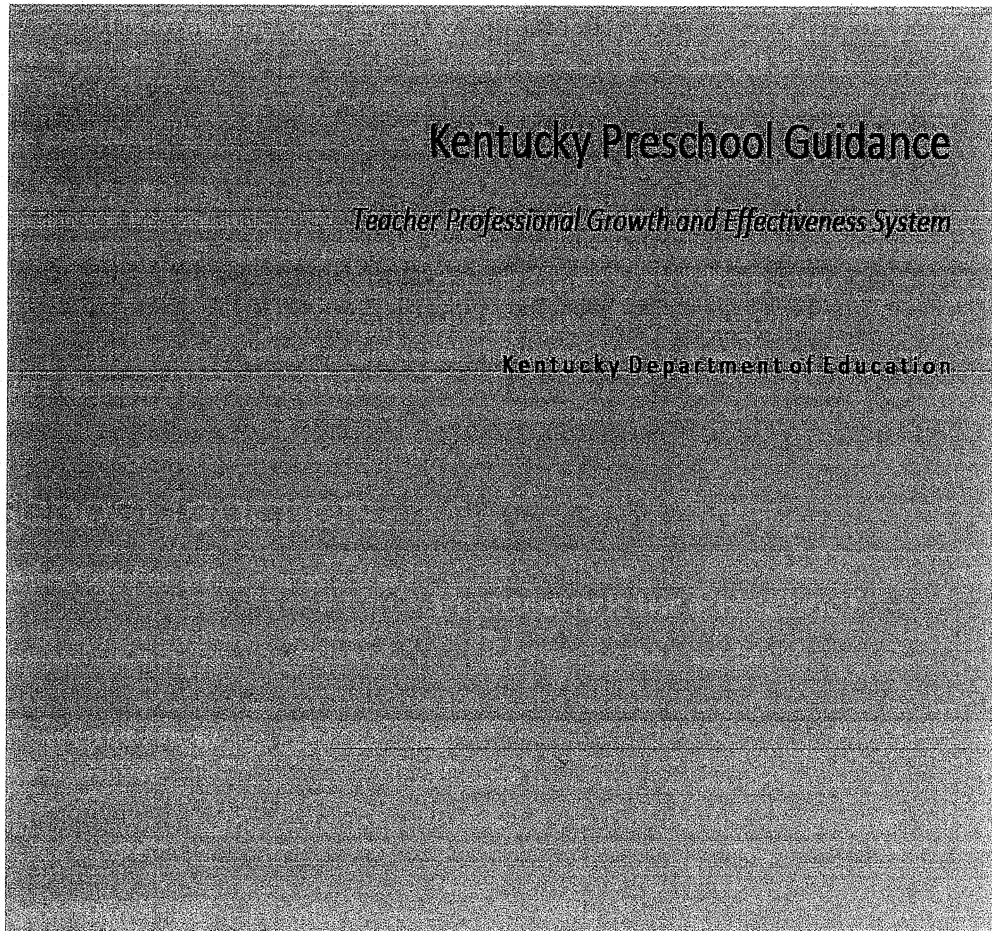

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Preschool Teachers

Framework for Preschool
[Double click the image below]

Kentucky Preschool Guidance

Teacher Professional Growth and Effectiveness System

Kentucky Department of Education

Bullitt County Public Schools
Individual Professional Growth Plan for Preschool Teachers

Name _____ Position/Grade _____

Work Site _____ Date _____

Performance Area: (Check One)

❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

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_____ Employee Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Employee Signature / Date
_____ Supervisor Signature / Date		_____ Supervisor Signature / Date

Bullitt County Public Schools

Summative Evaluation for Preschool Teachers

(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

❑ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

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Principals and Assistant Principals

See the Professional Standards for Educational Leaders (PSEL)

Framework for School Psychologists

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

School Psychologists

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Bullitt County Public Schools
Individual Professional Growth Plan for School Psychologists

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
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_____ Employee Signature / Date		_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for School Psychologists
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Position _____

Evaluator _____   School _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Conference(s):   1st _____   2nd _____   3rd _____   4th _____

☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
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3. Instruction				
4. Professionalism				
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Framework for Therapeutic Specialists
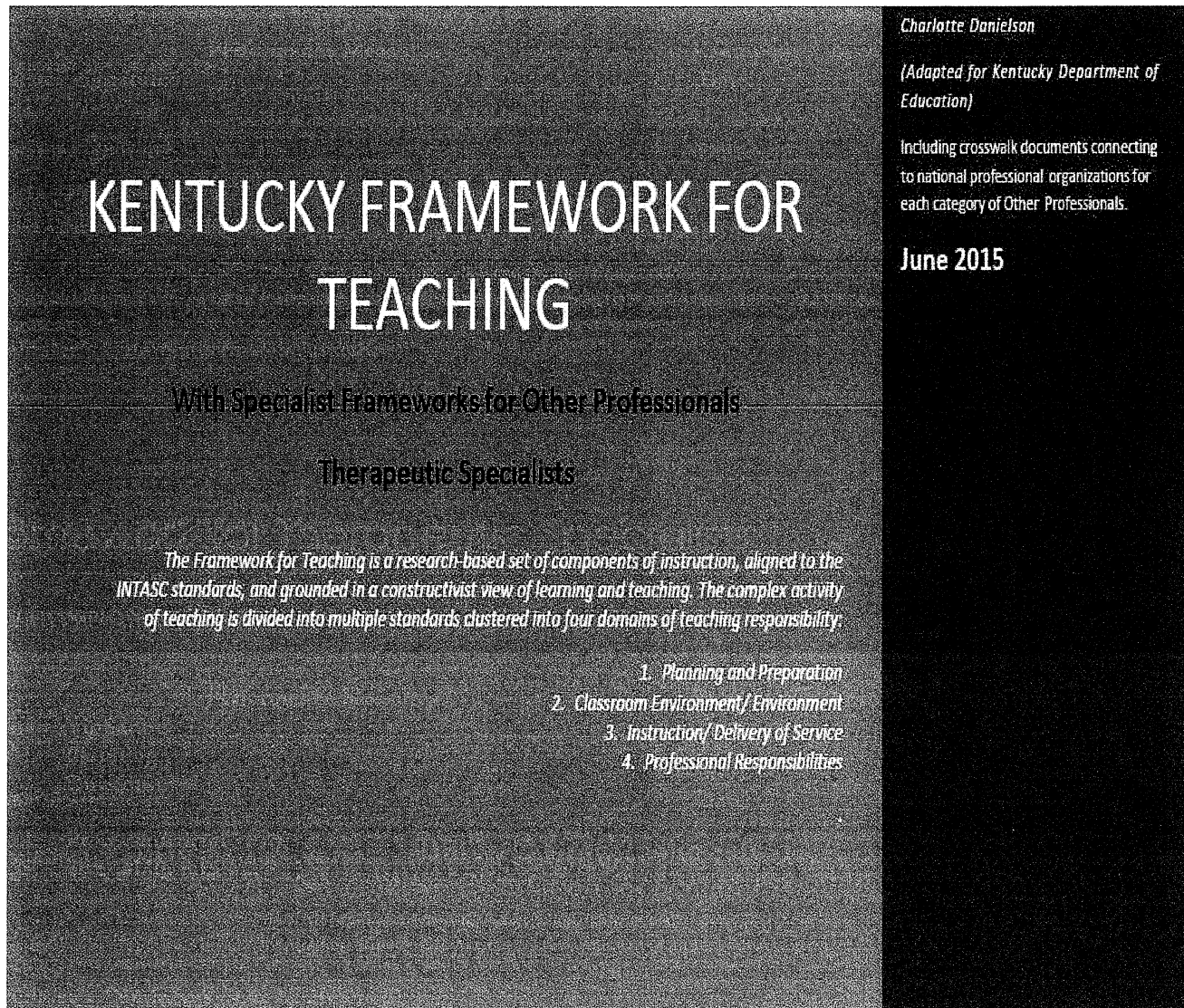
Bullitt County Public Schools
Individual Professional Growth Plan for Speech Language Pathologists (Therapeutic Specialists)

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)
❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan ,	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

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Plan Developed	Mid-Year Review	End of Year Review
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_____ Employee Signature / Date		_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools

Summative Evaluation for Speech Language Pathologists (Therapeutic Specialists)

(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Evaluator _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

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Teachers

Framework for Teachers

[Double click the image below]

FRAMEWORK FOR TEACHING

Charlotte Danielson

(adapted for Kentucky Department of Education)

November 2017

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.

Bullitt County Public Schools
Individual Professional Growth Plan for Teachers

Name _____   Position/Grade _____

Work Site _____   Date _____

Performance Area: (Check One)

❑ 1. Planning   ❑ 2. Environment   ❑ 3. Instruction   ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
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 _____ Employee Signature / Date _____ Supervisor Signature / Date	 _____ Initials/Date	 _____ Initials/Date	 _____ Employee Signature / Date _____ Supervisor Signature / Date

Bullitt County Public Schools
Certified School Personnel Mid-Year Report

To be completed for all non-tenured teachers and teachers new to the district.
To be submitted at the end of the first semester.

_____ **at this date is:**
     (Certified Employee Name)

Progressing Satisfactorily	
Needs Assistance **(An Assistance Plan may be developed.)**	
Progressing unsatisfactorily **(A Corrective Action Plan shall be developed.)**	

_____   _____
     Evaluator   **Evaluatee**

_____
             Date

Comments:

Bullitt County Public Schools
Summative Evaluation for Teachers
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School _____

Date(s) of Pre-Observation(s):   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s):   1st _____   2nd _____   3rd _____   4th _____

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☐ **Professional Growth Plan was reviewed.**

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
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Bullitt County Public Schools
Formative Observation Instrument – Other Teachers (Family Liaison, Home-Hospital, Etc.)

Standard 1:

Demonstrates Applied Content Knowledge
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria:
The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
1.1 Communicates concepts, processes, and knowledge.		
Accurately and effectively communicates an **in-depth** understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	
1.2 Connects content to life experiences of student.		
Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.	Effectively connects **most** content, procedures, and activities with relevant life experiences of students.	
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.		
Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	
1.4 Guides students to understand content from various perspectives.		
Regularly guides students to understand content from appropriate diverse, mulicultural, or global perspectives.	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	
1.5 Identifies and addresses students' misconceptions of content.		
Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.	Identifies misconceptions related to content and addresses them during planning and instruction.	

Standard 2:

Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
2.1 Develops significant objectives aligned with standards.		
Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.	States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	
2.2 Uses contextual data to design instruction relevant to students.		
Plans and designs instruction that is based on significant contextual and pre-assessment data.	Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	
2.3 Plans assessments to guide instruction and measure learning objectives.		
Develops well-designed assessments that align with learning objectives, guide instructions, and measure learning results.	Prepares assessments that measure student performance on each objective and help guide teaching.	
2.4 Plans instructional strategies and activities that address learning objectives for all students.		
Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.	Aligns instructional strategies and activities with learning objectives for all students.	
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.		
Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.	Plans instructional strategies that include several levels of learning that require higher order thinking.	

Standard 3:

Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
3.1 Communicates high expectations.		
Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	
3.2 Establishes a positive learning environment.		
Maintains a fair, respectful, and productive classroom environment conducive to learning.	Establishes clear standards of conduct, shows awareness of students behavior, and responds in ways that are both appropriate and respectful of students.	
3.3 Values and supports student diversity and addresses individual needs.		
Consistently uses appropriate and responsive instructional strategies that address the needs of all students.	Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	
3.4 Fosters mutual respect between teacher and students and among students.		
Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.	Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	
3.5 Provides a safe environment for learning.		
Maintains a classroom environment that is both emotionally and physically safe for all students.	Creates a classroom environment that is both emotionally and physically safe for all students.	

Standard 4:

Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.		
Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	
4.2 Implements instruction based on diverse student needs and assessment data.		
Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.	Implements instruction based on contextual information and assessment data.	
4.3 Uses time effectively.		
Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.	Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	
4.4 Uses space and materials effectively.		
Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.	Uses classroom space and materials effectively to facilitate student learning.	
4.5 Implements and manages instruction in ways that facilitate higher order thinking.		
Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.	Instruction provides opportunity to promote higher-order thinking.	

Standard 5:

Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
5.1 Uses pre-assessments.		
Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	
5.2 Uses formative assessments.		
Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.	Uses a variety of formative assessments to determine each students' progress and guide instruction.	
5.3 Uses summative assessments.		
Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.	Uses a variety of summative assessments to measure student achievement.	
5.4 Describes, analyzes, and evaluates student performance data.		
Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	
5.5 Communicates learning results to students and parents.		
Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	
5.6 Allows opportunity for student self-assessment.		
Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.	Promotes opportunities for students to engage in accurate self-assessment of learning.	

Standard 6:

Demonstrates the implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
6.1 Uses available technology to design and plan instruction.		
Uses appropriate technology to design and plan instruction that supports and extends learning of all students.	Uses technology to design and plan instruction.	
6.2 Uses available technology to implement instruction that facilitates student learning.		
Designs and implements research-based, technology-infused instructional strategies to support learning of all students.	Uses technology to implement instruction that facilitates student learning.	
6.3 Integrates student use of available technology into instruction.		
Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	
6.4 Uses available technology to assess and communicate student learning.		
Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.	Uses technology to assess and communicate student learning.	
6.5 Demonstrates ethical and legal use of technology.		
Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.	Ensures that personal use and student use of technology are ethical and legal.	

<u>**Standard 7:**</u>

<u>**Reflects and Evaluates Teaching and Learning**</u>
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

<u>**Performance Criteria:**</u>
The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
7.1 Uses data to reflect on and evaluate student learning.		
Uses formative and summative performance data to determine the learning needs of all students.	Reflects on and accurately evaluates student learning using appropriate data.	
7.2 Uses data to reflect on and evaluate instructional practice.		
Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.	Reflects on and accurately evaluates instructional practice using appropriate data.	
7.3 Uses data to reflect on and identify areas for professional growth.		
Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.	Identifies areas for professional growth using appropriate data.	

Standard 8:

Collaborates With Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
8.1 Identifies students whose learning could be enhanced by collaboration.		
Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	
8.2 Enhances student learning by including all parties in the collaborative effort.		
Involves colleagues, parents, and others in a collaborative effort to enhance student learning.	Enhances student learning that includes all parties in a collaborative effort.	
8.3 Implements activities that enhance student learning and engage all parties.		
Explains how the collaboration to enhance student learning has been implemented.	Implements activities that enhance student learning and engage all parties.	
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.		
Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.	Analyzes student learning data to evaluate the outcome of collaboration and identify next steps.	
8.5 Maintains professional performance/behavior.		
Maintains professionalism in the school community.		

Standard 9:

Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	Initial-Level Performance	Focus Areas
9.1 Self assesses performance relative to Kentucky's Teacher Standards.		
Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performances on all the Kentucky Teacher Standards.	
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.		
Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
9.3 Designs a professional growth plan that addresses identified priorities.		
Design a clear, logical professional growth plan that addresses all priority areas.	Design a clear, logical professional growth plan that addresses all priority areas.	
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.		
Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	

Standard 10:

Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and wellbeing.

Performance Criteria:

The extent to which the teacher:

Satisfactory Performance		
Advanced-Level Performance	**Initial-Level Performance**	**Focus Areas**
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.		
Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgement.	Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	
10.2 Performs responsibilities relating to assignment including, attendance and punctuality.		
10.3 Performs duties consistent with school, community goals, and administrative regulations.		
10.4 Adheres to professional code of ethics.		

Bullitt County Public Schools
Individual Professional Growth Plan for Other Teachers (Family Liaison, Home-Hospital, Etc.)

Name _____ Position/Grade _____

Work Site _____ Date _____

Performance Area: (Check One)

❑ 1. Planning ❑ 2. Environment ❑ 3. Instruction ❑ 4. Professionalism

❑ Enrichment Plan ❑ Assistance Plan	Target Date: _____

Professional Growth Questions:
1. What do I want to change about my professional practice that will effectively impact student learning?
2, How can I develop a plan of action to address my professional learning?
3. What will be the measures of success for this goal?

Professional Growth Goal:

Domain and Component:

Action Plan: What is my plan of action to advance my professional growth?

Support and Resources: What resources and support do I need to achieve my goal?

How will you assess your progress/success? What is the expected impact on student learning of your professional learning activities?

Comments:

Plan Developed	Mid-Year Review	End of Year Review
This professional growth plan supports school improvement plans, performance standards, and/or professional learning plans.	Comments:	❑ Achieved ❑ Assistance Plan Recommended ❑ Corrective Action Plan Recommended
_____ Employee Signature / Date		_____ Employee Signature / Date
_____ Supervisor Signature / Date	_____ _____ Initials/Date Initials/Date	_____ Supervisor Signature / Date

Bullitt County Public Schools
Summative Evaluation for Other Teachers (Family Liaison, Home-Hospital, Etc.)
(Summarizes all formative evaluation data, including professional growth/development activities since last summative evaluation.)

Evaluatee _____   Grade/Content Area _____

Evaluator _____   Position _____

School _____

Date(s) of Pre-Observation(s): 1st _____ 2nd _____ 3rd _____ 4th _____
Date(s) of Observation(s):   1st _____ 2nd _____ 3rd _____ 4th _____
Date(s) of Conference(s):   1st _____ 2nd _____ 3rd _____ 4th _____

❑ Professional Growth Plan was reviewed.

Performance Measures	Exemplary	Accomplished	Developing	Ineffective
1. Planning				
2. Environment				
3. Instruction				
4. Professionalism				
5. Overall Performance				

[A rating of Developing may initiate the development of an Assistance Plan.]
[A rating of Ineffective requires the development of an Individual Corrective Action Plan.]

Evaluatee's Comments (may be attached):

Evaluator's Comments (may be attached):

Evaluatee signature:_____ Date:_____

Evaluator signature:_____ Date:_____

[Signature indicates that the written evaluation has been reviewed and discussed by the evaluator and evaluatee. Signature does not indicate agreement. An employee may appeal both the substance and the procedural aspects of his/her evaluation. The appeal to this summative evaluation **must** be made within ten working days of receipt of the evaluation. This is in accordance with 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.]