FLOYD COUNTY BOARD OF EDUCATION
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Steve Slone, Member - District 5

Consent Agenda Item (Action Item): Approve the revised Certified Evaluation Plan effective July 1, 2022.

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Applicable State or Regulations: BOE Policy 0.11 Powers and Duties of the Local Board of Education.

Fiscal/Budgetary Impact: None

History/Background: 704 KAR 3:370 requires districts to have a certified evaluation plan that has been approved by the local board of education. All certified employees below the level of superintendent will be evaluated as required and outlined in this plan. A committee of central office and school certified staff reviewed the plan as defined in regulation. The revisions do not change any procedures. The changes are highlighted in yellow and are specific to teacher "Pre-Observation" form and Administrator "Formative and Summative" evaluation forms.

Recommended Action: To approve the Certified Evaluation Plan.

Contact Person(s): Rachel Crider, Chief Elementary Instructional Officer
Brent Rose, Chief High School Instructional Officer
Davida Marson, Chief Elementary/Middle Instructional Officer

N/A
Principal

Rachel Crider
Director

Anna W. Shepherd
Superintendent

Date: 5-13-22

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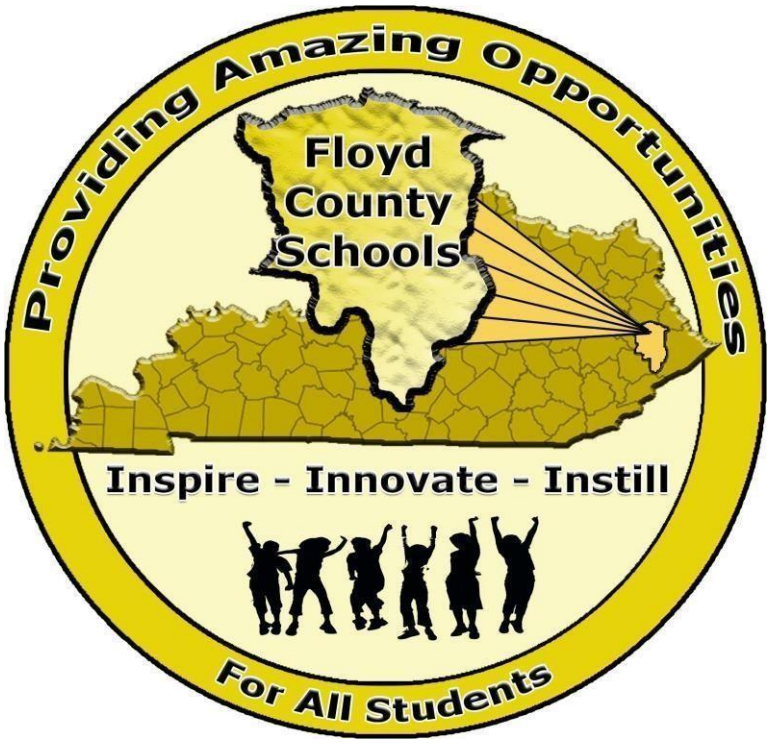

Certified Employee Evaluation Plan

Revision Effective July 1, 2022

422 KY RT. 550
Eastern, KY 41622

p.(606) 886-2354

CEP Committee Members

- **Serena Anderson, District**
- **Brent Rose, District**
- **Rachel Crider, District**
- **Davida Marson, District**
- **Ricky Thacker, Principal PHS**
- **Nikki Gearheart, Principal DACE**
- **Kathy Shepherd, Principal MVES**
- **Pam Bowling, Teacher Allen Elementary School**
- **Tonja Little, Teacher May Valley Elementary School**
- **Kelsey Tackett, Teacher South Floyd Elementary School**
- **Caren Slone, Teacher Prestonsburg High School**
- **Kelly Akers, Teacher Betsy Layne High School**
- **Leann Hamilton, Sp. Ed Teacher Betsy Layne Elementary**
- **Ashley Prater, Teacher DACE**

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Signature Sheet for Certified Orientation

Date_____

I, hereby declare that I have attended orientation for certified evaluation.		

Section I – Overview

KRS. 156.557 requires all school district administrators having the responsibility of evaluating certified personnel to be trained, tested, and approved in the proper techniques for effectively evaluating certified school employees. 704 KAR 3:345, the Kentucky Board of Education regulation that establishes evaluation guidelines, requires that the training and testing be provided by the Department of Education.

FLOYD COUNTY EVALUATION PROCEDURES

The purpose of the certified employee evaluation plan is to help teachers, other professionals, principals, assistant principals, and district level administrators strengthen and improve their level of performance **and** effectiveness. We strive to create a safe, supportive environment that is conducive to optimal student learning. This goal will be achieved through the process of systematic efforts based on the shared responsibility of the evaluator and the evaluatee in a setting of mutual understanding, respect, and trust.

Evaluation is the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria. The evaluation procedures and forms are designed to foster professional growth and to support individual personnel decisions. All observations shall be on approved forms and the summative summary shall become part of the evaluatee's official personnel file.

All employees required to hold a valid certificate, issued by the Educational Professional Standards Board, in order to perform their functions are to be evaluated as follows:

(1) The principal and/or assistant principal of the school shall be the primary evaluator of teachers and other professionals assigned to their school. The principal and central office administrators shall be evaluated by the Superintendent or designee. The Superintendent shall be evaluated by the Floyd County Board of Education. Other professionals who work in multiple locations will be evaluated by the immediate supervisors.

(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. Each individual shall also be provided a copy of the evaluation instrument and other forms that will be used in the process.

(3) 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 six (6) hours of annual EILA approved evaluation training provided by the district. All new evaluators will be required to have initial certification training by the Kentucky Department of Education or approved provider.

(4) Evaluation Criteria for Central Office Employees are the ISLLC standards, Principals and Assistant Principals will use the Professional Standards for Educational Leaders (PSEL), Teacher and Other Professionals will use the corresponding Kentucky frameworks/guidance documents.+

(5) Employees new to the school system (non-tenured) 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 as a formative evaluation; and
- B. Evaluated near the end of the second half of the school year using the summative evaluation form.
- C. Late Hires (employees hired after the beginning of the school year) will enter evaluation timeline and requirements based on hire date. Regardless of hire date, they must have a self-reflection, Professional Growth Plan (Per timelines), and a summative evaluation.
- D. All beginning career teachers will be assigned a district level mentor during their first year. The mentor will serve as a collaborative coach.

(6) All tenured certified school personnel shall be evaluated a minimum of one time during every three (3) year period.

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 Floyd 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) A list of evidence is outlined for position.
(4) A mid-year report (formative) 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. Employees shall be required to sign all forms ensuring the evaluation has been discussed and a copy of the evaluation provided to the evaluate. The signing of the forms does not mean that the employee agrees with the content, only that the forms have been reviewed and discussed
(5) An individual professional growth plan shall be developed by all certified employees annually. The growth plan shall be an individualized plan that includes:

Realistic, focused, and measurable professional goals. The plan should connect data from multiple sources including classroom observation feedback, data on achievement, and professional growth needs identified through self-assessment and reflection. As teachers collaborate with administrators to identify explicit goals, these goals should become the focus of professional growth activities, support, and on-going reflection related to the progress in meeting the goals and the impact that is measurable for both the teacher and students.

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

(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. The Plan Shall Include:
Identification of the standard / standards rated ineffective
Present Professional Growth Stage
The Growth objective / goal(s) (desired outcomes)
Procedures and activities for achieving goals and objectives
Appraisal method and target dates

The corrective action plan shall include an opportunity for comments from both the evaluatee and the evaluator.

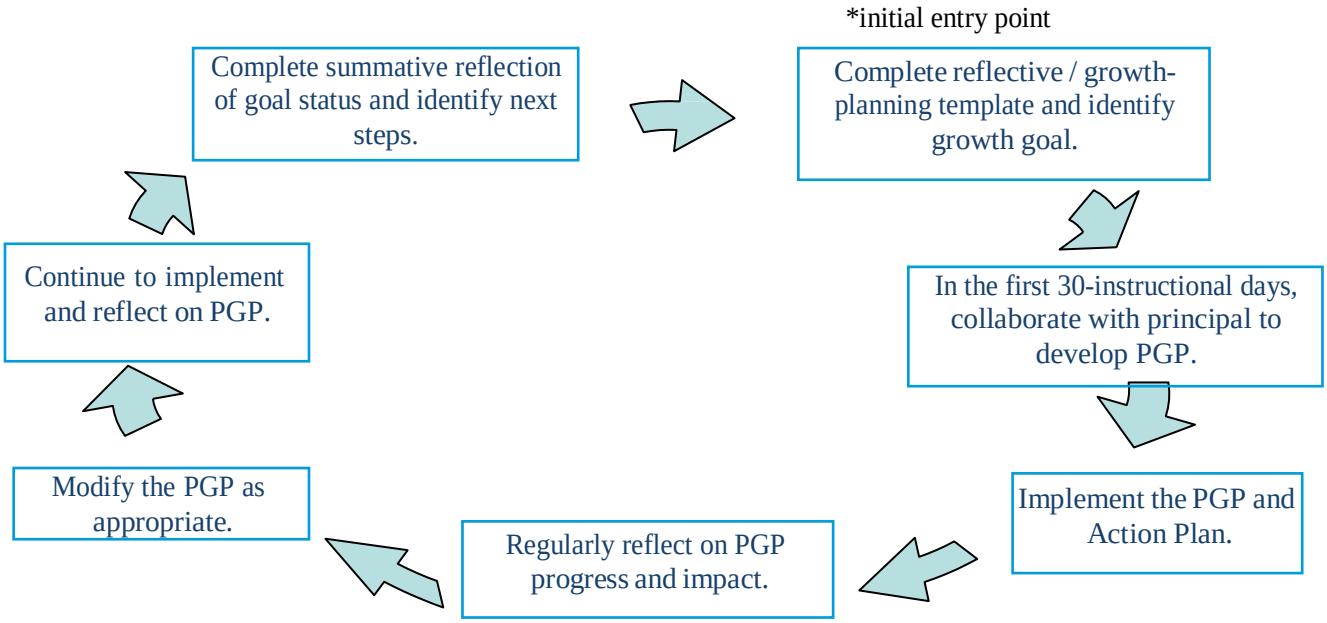
Section III – Procedures

Formative:

(1) The primary supervisor and administrative designee (i.e. Superintendent and Director; Principal and Assistant Principal 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. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation



The observation model must fulfill the following minimum criteria **when specific to teacher evaluation**:

- Three (3) observations in the summative cycle. A minimum of 2 full observations and a minimum of 1 unannounced mini observation conducted by the supervisor. The district walkthrough document shall be used for the mini observation. Written feedback will be provided in order to promote growth.
- Final observation is conducted by the supervisor and is a full observation.
- The immediate supervisor or designee will maintain paper copies of all evaluation documents.
- The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be usedto inform a summative rating.

Additional Evidence to Support Assessment of Professional Practice For All Professional Standards and Frameworks May Include But Not Limited To:

- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student work samples
- Student formative and / or summative course evaluations / feedback
- Minutes from PLCs
- Records of teacher attendance
- Video lessons
- Professional development certificates / agendas
- Team-developed curriculum units
- Lesson plans
- Student data
- Documentation
- School/District Comprehensive Plan
- Discipline Reports
- Teacher and Student Attendance Reports
- Parent Communications
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department / Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA / Professional Development documentation
- Surveys
- Professional Organization memberships
- Parent / Community engagement surveys
- Parent / Community engagement events documentation
- Schedules
- Electronic correspondence
- Other _____

(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.

(6) A pre-observation conference shall be held at least five (5) working days 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 on the district-approved form and provide a hard copy to the employee at the end of the post-observation conference five (5) working days post evaluation.

(8) The summative evaluation shall be discussed at a conference between the evaluator and the employee by April 15 of the evaluation cycle and shall include all evaluation data.

Summative:

(1) Certified employees will be evaluated using the following table of performance criteria aligned to the four performance measures. Reflective of each performance measure, professional Judgement of the evaluator and evidences will be utilized in making the summative rating Exemplary, Accomplished, Developing or Ineffective.

Performance Criteria and Role	Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
District-Level Administrators *District determined performance criteria specific to evaluatee's job category* *(ISLLC)*	Standard 1 Vision	Standard 2 School Culture and Learning	Standard 3 Operations, Management and Resources	Standard 4 Collaboration with Faculty and Community Standard 5 Ethics Standard 6 Political, Social, Legal, cultural Context
Other Professional *The Kentucky Framework for Teaching – Specialists Frameworks* *School Counselor, 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
Teacher *KY Framework for Teaching – Preschool*	Standard 1 Planning and Preparation	Standard 2 The Environment	Standard 3 Delivery of Service	Standard 4 Professionalism
Principal/Assistant Principal *Professional Standards*	Standard 1 Mission, Vision, and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of

Performance Criteria and Role	Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
for Educational Leaders (PSEL)			Professional Capacity of School Personnel	Families and 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 – Home-Hospital, 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

(2) For all certified employees, the evaluator will use professional judgment based on evidence and professional judgment from the four performance measures: planning, environment, instruction, and professionalism, to determine a summative rating. All ratings must be recorded on the district-approved forms/documentation forall 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 ofthe four performance measures. If two ratings are equal, choose the higher rating.

(4) All summative evaluations shall be based on multiple sources of evidence (evaluator observations, professionalgrowth planning, and other possible sources of evidence.)

(5) The summative evaluation shall be discussed at a conference between the evaluator and all employees by April15 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) All evidenced used to determine overall performance rating will be documented in the summative evaluation conference.

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

(9) A copy of the evaluation shall be provided to the person evaluated at the end of the summative conference.
(10) Employees shall be required to sign all forms ensuring the evaluation has been discussed and a copy of the evaluation 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.
(11) 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.
(12) All certified employees have the opportunity for written response on the summative evaluations and will be included in the official personnel record.

- Non-Tenured Teachers shall be on summative cycle annually. Tenured Teachers shall be on summative cycle a ***MINIMUM*** of once every three years. Additional observations, professional growth meetings and corrective action plans will be conducted at the discretion of the evaluator.
- **All Post conferences are a collaboration effort between the evaluator and the evaluatee. The evaluator will use professional judgment and will make the final determination of performance rating.**

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 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.

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 theSuperintendent/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 theindividual corrective action plan.

Section V – Appeal Process

CERTIFIED PERSONNEL **03.18 AP.11**

Appeals / Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

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

APPEALS

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

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

Appeals / Hearings

HEARINGS

The following procedures will be implemented during the hearings:

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

Review / Revised: 7/16/07

Section VI – Timelines

Orientation to the evaluation plan including standards and performance criteria will occur within the first 30 calendar days of reporting to work. All Central Office administrators will complete PGP by September 30th, the formative conference will be completed by December 15th and the summative evaluation will be complete by April 15th.

Principal/Assistant Principal Summary Timeline

Timeline	Activity	Task or Document	Responsibility of	
			Principal/Assistant Principal	Evaluator
Within the first 30 calendar days of reporting to work	• *Annual Review of certified evaluation process*	• *Orientation signature form*		✓
Within the first 30 days of school	• *Complete Self Reflection*	• *Reflective Practice Template*	✓	
15 days after the release of State Test Score Data or October 31	• *Principal develops PGP to include WCG, SGG and attendance goals*	• *Professional Growth Planning Template*	✓	✓
By December 31st	• *Conduct Observation / Site Visit)* • *Mid-Year Conference with the principal including review of PGP, and documentation*	• *Observation Form* • *Reflective Practice Template* • *Professional Growth Planning Template*	✓	✓
TBD	• *Teachers, principals, evaluators, and supervisors*	• *Impact Kentucky survey if offered by KDE*	✓	✓
By April 15th	• *Conduct Observation / Site Visit) and complete Summative Evaluation*	• *Observation Form* • *Summative Evaluation Form*	✓	✓

Teacher and Other Professionals

Timeline	Activity	Task or Document	Responsibility of	
			Evaluatee	Principal
First 30 calendar days of reporting to work	• Orientation to the evaluation plan, including standards and performance criteria.	• *Teacher signature sheet for orientation*		✓
Within first 30 days of instruction	• Complete Self Reflection	*Reflective Practice Template*	✓	
No later than the first 30 instructional days of employment	• Develop individual professional growth plan to include SGG for Teacher.	• *Teacher Professional Growth Plan*	✓	✓
Completed by December 15th	• Pre-observation within 5 instructional days • Principal Observation Due (FULL) • Post Observation Due within 5 instructional days of evaluation • One unannounced mini observation	• *Pre Observation Form* • *Observation Form* • *Post Observation Form*	✓	✓
Completed by April 15th	• Pre-observation within 5 instructional days • Observation Due (PRINCIPAL-FULL) • Post Observation Due within 5 working days of evaluation • Summative Evaluation submitted to Human Resource Office	• *Pre Observation Form* • *Observation Form* • *Post Observation Form* • *Summative Evaluation Form*	✓	✓

Section VII – 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 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.

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.) (For teachers and principals, include student growth goals that are a % of growth between fall and spring benchmark in content areas of identified need)
(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.

Late hires (after process completed with employees in place by Opening Day) will complete this process within 20 working days of employment.

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.

Observation training will occur throughout the year during district leadership meetings. The frameworks, standards, and walkthrough tools will be used in correlation with videos of teaching and professional learning during school visits. EILA approval will be sought for these training sessions.

Observers will conduct one (1) mini observations of approximately 20 minutes each. The two (2) full observations are formal observation consisting of a full class or lesson observation. All observations shall be documented in district-approved technology platform. All monitoring and observation of performance is conducted with full knowledge of evalutee. Sources of evidence are to be identified. The performance criteria of ineffective, developing, accomplished and exemplary are aligned to the four performance measures of planning, environment, instruction, and professionalism.

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 April 15.

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 April 15.

Section XI – Evaluator Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by the Kentucky Department of Education or approved provider prior to conducting observations for the purpose of evaluation. The district will provide all evaluators six (6) hours annually of EILA approved evaluation training.

Section XII – Observer Calibration

All evaluators will calibrate through small group practice sessions to include analysis of video and classroom visits.

EVALUATION STANDARDS (ISLLC)

PROFESSIONAL GROWTH PLAN

DATA COLLECTION CONFERENCE SUMMARY

SUMMATIVE EVALUATION FORM

ISLLC STANDARDS

Procedures & Timeline for Central Office Administrators

District level administrators will develop a growth plan by September 30th. A formative conference will be held by December 15th and the summative conference will be held by April 15th. The following procedures will be utilized by the Superintendent/designee as the evaluator:

The evaluator will use professional judgment based on evidence from the four performance measures: planning, environment, instruction, and professionalism, to determine a summative rating (Ineffective, Developing, Accomplished, and Exemplary). 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. All certified employees have the opportunity for written response on the summative evaluations and will be included in the official personnel record.

The overall performance measure rating will be based upon professional judgement of the evaluator and summative ratings of the four performance measures. If two ratings are equal, choose the higher rating.

All summative evaluations shall be based on multiple sources of evidence (evaluator observations, professional growth planning, and other possible sources of evidence as identified in Section III.)

The summative evaluation shall be discussed at a conference between the evaluator and all employees by April 15 and shall include all evaluation data.

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

All evidenced used to determine overall performance rating will be documented in the summative evaluation conference.

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.

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

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

Professional Growth Plan for District Administrators

Directions: After identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the ISLLC standard to which it aligns.

Certified Personnel:_____**Date:**_____**School:** _____

Professional Growth Goal(s)

Evaluator's Feedback

Individual Growth Plan Development

Evaluatee	Date	Evaluator	Date

Individual Growth Plan (Achieved, Revised, Continued)

Evaluatee	Date	Evaluator	Date

Collection Summary District Administrators (Below Level of Superintendent)

Directions: Evaluators use this form prior to provide the evaluatee with an assessment of performance. The evaluatee should be given a copy of the form at the end of each evaluation cycle.

Administrator:_____**Department**_____**Year(s):** _____

Standard 1 - Facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Ineffective	Developing	Accomplished	Exemplary
• Does not implement the vision of the district • Does not use data effectively, does little research that is not directed and does not think of visionary goals • Department plans are not developed or evaluated on a consistent basis or Department plans are written but not implemented • Department does not see the value in maintaining a Department vision • Department falls significantly below state, national or local measures • Department meetings focus on irrelevant details that have little to do with the instructional improvement • Innovation is either ignored or not encouraged at all. The status quo is the dominant philosophy.	• Attempts to implement the vision of the district, but not consistently or effectively or generally lacks a consistent focus • Attempts to utilize data and research but not effectively and only as it pertains to own Department • Does not collaborate with staff to evaluate department plans • Department does not focus on an understanding of the vision of the District & Department • More reactive than proactive on establishing a vision • Department does not meet state, national or local measures • Department meetings are generally focused on operational details and almost exclusively led by the administrator • Innovation is embraced only rarely and is not encouraged with staff members	• Discusses the district vision with the staff, meets to discuss the vision, and works with the staff on the district vision but is not necessarily a part of the whole Department action plan on a daily basis • Utilizes data and research to identify goals and assess effectiveness within zone of the immediate Department influence based on valid managerial practices • Collaborates with members of Department staff to evaluate Department plans • Leads the department with a purpose and aids them in understanding the goals and vision of the Department and district • Can clearly articulate the Department's vision, but the vision may not relate to the district goal or be relative to other departments • Department meets state, national or local measures • Department meetings occur regularly and are sufficient in length so that important Department issues are presented and staff have opportunity for comment and discussion • Innovation is encouraged with staff members who,	• Embraces the district vision, promotes the vision and embeds the vision of the district throughout the Department • Utilizes data and research to identify goals and assess effectiveness throughout the district and with community members • Collaboratively monitors Department and district plans to evaluate needs with stakeholders from across the district • Leads the department with a purpose promoting the Department and district vision through policies, initiatives, and discussion • Department exceeds state, national or local measures • Leads Department meetings that focus on best instructional practices establishing an atmosphere of professional learning and sharing • Innovation is sought and encouraged between staff, administration, other departments and students through modeling

Ineffective	Developing	Accomplished	Exemplary
		in turn, encourage it with their students	
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 2 - Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Ineffective	Developing	Accomplished	Exemplary
• Cannot maintain collaborative spirit and no connection is made between leadership capacity and needs of the Department • Instructional impact is not monitored or randomly monitored • Focus on critical and creative teaching is sporadic or rarely find it in the Department • Evaluations are not true evaluations of teacher performance and are not used as tools for development or evaluations are not completed on a timely schedule • The District and the Department is not the focus of most decisions	• Collaboration is inconsistent within the Department with students, staff, departments, and administration; it might be encouraged in others, but not with self • Leadership capacity of staff and students is not encouraged to help district needs and larger educational community; leaders are not necessarily chosen, but choose themselves and may not be the right person for the right task • Administrator reactively deals with leadership issues within their own building and does not do so on a consistent basis or does not utilize an effective leadership technique • Instructional impact is sporadically monitored within building; instructional issues are only occasionally dealt with; instructional leader cannot come up with anything but traditional instructional methods • Focus on critical and creative teaching is mentioned but not "real" in the District and/or Department • Evaluations are not necessarily true evaluations of teacher performance and are not	• Collaboration is constant within the Department with students, staff, departments, and administration; • Leadership capacity of staff, departments, and students is encouraged to help Department needs; collaborates with others to choose staff • Consistently considers impact of leadership decisions within own building utilizing effective leadership techniques • Instructional impact is monitored within building; solutions to instructional issues are given from the instructional leader in the building • Focus on critical and creative teaching is the norm. • The District and the department is the focus of all decisions and respects diversity and individual differences • Staff evaluations are honest and thoughtful and include both formative and summative feedback to help staff reach their greatest potential	• Collaboration is constant both within and outside of the district with students, staff, departments, and administration • Leadership capacity of the department, staff and students is encouraged to help district needs and larger educational community • Chooses personnel in collaboration with district administrators • Administrator, utilizing best proactive leadership practices, deals with leadership issues within their own building and throughout district, consistently considering the impact on both • Instructional impact is monitored not only within building, but with "feeder" or "upper" levels and promotes staff to do the same • Focus on critical and creative teaching is the norm. Administration promotes and models concepts and lessons • Differentiates instruction with teachers/staff using thoughtful evaluations that are true indicators of performance to help them reach their greatest potential through improvement planning that focuses on district vision

Ineffective	Developing	Accomplished	Exemplary
	used as tools for development • The District & the Department is the focus of most decisions		• The District and the Department is the focus of all decisions made in a proactive manner
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 3 -Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Ineffective	Developing	Accomplished	Exemplary
• Cannot articulate District and/or Department needs and cannot implement fiscal resources on own; consistently asks district for more money, supplies, etc. • District policies are ignored or openly questioned; an "us and them" mentality is the norm with staff and district • Oblivious to matter of building maintenance or needs; worries about irrelevant building issues or building is not clean • Little, if any, attention is provided in managing and monitoring fiscal resources	• Occasionally considers Department needs and resources when implementing human and fiscal resources • Only isolated implementation of district and/or Department policies, does not collaborate with other departments/schools and is not seen as approachable • Building maintenance and cleanliness lacks focus and direction • May have a budget but little planning or forethought goes into it. Money is spent just to spend it and does not focus purchasing on Department vision • Problems or findings are noted in implementing or overseeing the fiscal program	• Considers District and/or Department needs and resources when implementing human and fiscal resources • Implements district policies and initiatives and collaborates with teachers when necessary • Utilizes staff according to strengths and weaknesses and can direct staff within own building to provide professional development • Cleanliness and maintenance is more reactive, but done quickly and efficiently • Plans a budget based on the District and the Department vision to monitor spending and uses financial resources appropriately	• Considers District and/or Department need and resources when implementing human and fiscal resources • Implements district policies, procedures, and initiatives and collaborates with district to implement consistently • Utilizes staff according to strengths and weaknesses and can direct staff to aid other Department in the district, (e.g., Providing professional development or purchasing instructional resources) • Delegates responsibility and discovers leadership potential among staff and promotes that potential • Department administrators take pride in the building and have a proactive stance in working with custodial staff to have a clean, organized, safe, and orderly environment. Notifies

Ineffective	Developing	Accomplished	Exemplary
			District of pressing issues when appropriate. • Plans a budget early. Focuses on district priorities when building the budget and expending resources
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 4 - Administrator utilizes the resources of the community at large

Ineffective	Developing	Accomplished	Exemplary
• Administrator attends community committees and meetings as a part of their job but does not utilize resources presented • Activities such as service learning are used, but only as a requirement of the district • Community and family relationships are sporadic at best and done with little planning and understanding of the needs of those stakeholders • Administrator is not aware of issues facing their stakeholders or those of the district • Does not collaborate at all to shape education and has to be directed about educational decision-making process	• Administrator occasionally attends and participates in community committees and meetings to research information pertinent to the Department. Rarely attends state or national conferences • Activities such as service learning are used, but ineffectively and only at the request of the district. Community resources are not utilized to their potential • Community and family relationships are only occasionally established • Administrator is only occasionally an advocate for students, their families, staff • Occasionally collaborates with staff to shape educational paradigm within the boundaries of their building utilizing ineffective interpersonal	• Administrator attends and participates in community committees and state meetings to research information pertinent to the Department • Promotes activities such as service learning in some areas to utilize community resources and brings those resources to their Department • Promotes positive community and family relationships by attending activities, meetings, etc. that effect those relationships • Administrator is an advocate for students, their families, staff, and district across the state • Collaborates with local leaders and principals to shape educational paradigm utilizing effective interpersonal communication and collaborative skills	• Administrator attends and participates in community, state, and national committees and meetings to research information pertinent to the Department and district • Consistently promotes activities such as service learning throughout the Department to utilize community resources and brings those resources to the district • Seeks out and promotes positive community and family relationships by planning and attending activities, meetings, etc. that effect those relationships • Administrator is a constant advocate for students, their families, staff, and district across the state and nation • Collaborates with district, state and national leaders to shape educational paradigm

Ineffective	Developing	Accomplished	Exemplary
• Occasionally attends professional development, but does not understand or implement trends or innovation and does not recognize it in their staffs either • Demonstrates little to no professional growth	communication and collaborative skills • By attending professional development at the request of the district, administrators gain an understanding of upcoming trends and movements, and effectively share them in the Department only • Demonstrates some professional growth	• By attending professional development on their own, administrators bring back to the district innovative ideas and promote staff to share within Department and the district • Demonstrates professional growth and shares with staff and/or district	utilizing effective interpersonal communication and collaborative skills • By attending professional development on their own, administrators bring back to the district innovative ideas and promotes staff to share with the rest of the district • Is the model of professional growth and sharing with district
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 5 - Acting with integrity, fairness, and in an ethical manner.

Ineffective	Developing	Accomplished	Exemplary
• Does not understand accountability standards across the district or at their own building and does not effectively make connections from those standards to the implementation of instructional practice. Consistently asks district for guidance in implementation of standards • Administrator does not realize that he or she is the moral and ethical leader in their building and instead allows teachers to assume those roles • Administrator is not self-reflective about decisions and their impact on their Department and does not make decisions based on their reflections; instead relies on the district to	• Generally understands accountability standards across the district but does not effectively make connections from those standards to the implementation of instructional practice • Administrator is not always conscientious about his or her role as a model for staff in their department. • Administrator is reactively self-reflective about decisions and their impact on their Department and does not make decisions based on their reflections • Attendance and punctuality are consistent but only works when "on the clock" • The professional code of ethics is followed a majority of the time • Occasionally promotes practices with staff that	• Understands and collaborates with other administrators at district meetings to understand accountability standards across the district • Administrator is conscientious about his or her role as a model for staff in their department • Administrator is self-reflective about decisions and their impact on their Department and proactively makes decisions based on their reflections • Professional behavior with staff through punctual and consistent attendance and dress • Adheres to the professional code of ethics on a consistent basis • Promotes practices with staff that are fair and	• Understands and collaborates with other administrators to develop accountability standards across the district and beyond • Administrator treats all students, staff, and other administrators with dignity and is conscientious about his or her role as a model for those groups • Administrator is self-reflective about decisions and their impact on their Department, district, and larger educational community • Sets the standard for professional dress, attendance, and punctuality at Department and functions • Is a model of the professional code of

Ineffective	Developing	Accomplished	Exemplary
make decisions for them • Poor attendance , dress, and punctuality that does not exhibit professionalism • The professional code of ethics is not integral to the administrator • Rarely promotes practices with staff that are fair and respect the diversity and individual differences of staff and students	are fair and respect the diversity and individual differences of staff and students	respect the diversity and individual differences of staff and students	ethics and shares insights with others • Models practices with staff that are fair and respect the diversity and individual differences of staff and students
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 6: Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Ineffective	Developing	Accomplished	Exemplary
The administrator rarely, Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	The administrator inconsistently, Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	The administrator effectively, Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	The administrator consistently, above & beyond Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

Address matters of equity and cultural responsiveness in all aspects of leadership. students	Address matters of equity and cultural responsiveness in all aspects of leadership. students	Address matters of equity and cultural responsiveness in all aspects of leadership. students	Address matters of equity and cultural responsiveness in all aspects of leadership. students
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Evaluatee's Signature/Date*

Evaluator's Signature/Date

*For purpose of documenting completion of formative conference; does not necessarily indicate evaluatee's agreement with information included in data collection summary.

*Administrative Evidence list (found at the end of Principal/Assistant Principal section)

Summative Evaluation District Administrators

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

Evaluatee_____ **Position** _____

Evaluator_____ **Position** _____

Location _____ **Date of Conference** _____

PERFORMANCE MEASURES:	**ADMINISTRATOR RATINGS:**			
	Ineffective	**Developing**	**Accomplished**	**Exemplary**
1. Planning (Standard 3)	☐	☐	☐	☐
2. Environment (Standard 2 and 4)	☐	☐	☐	☐
3. Instruction (Standard 1)	☐	☐	☐	☐
4. Professionalism (Standard 5)	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐

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

1._____ **2.**_____ **3.**_____ **4.** _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

Evaluatee: _____**Agree with this summative evaluation**
_____**Disagree with this summative evaluation**

_____ _____
Signature **Date**

Evaluator:

_____ _____
Signature **Date**

****Any overall rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan.***

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal processes at both the local and state levels are part of the Floyd County School District evaluation plan. Certified employees must make their appeals to this summative evaluation pursuant to the timeframes mandated in 704 KAR 3:345 and the local district plan.

FRAMEWORK

SELF-REFLECTION

PROFESSIONAL GROWTH PLAN

FORMATIVE EVALUATION FORM

SUMMATIVE EVALAUTION FORM

Framework for School Counselors

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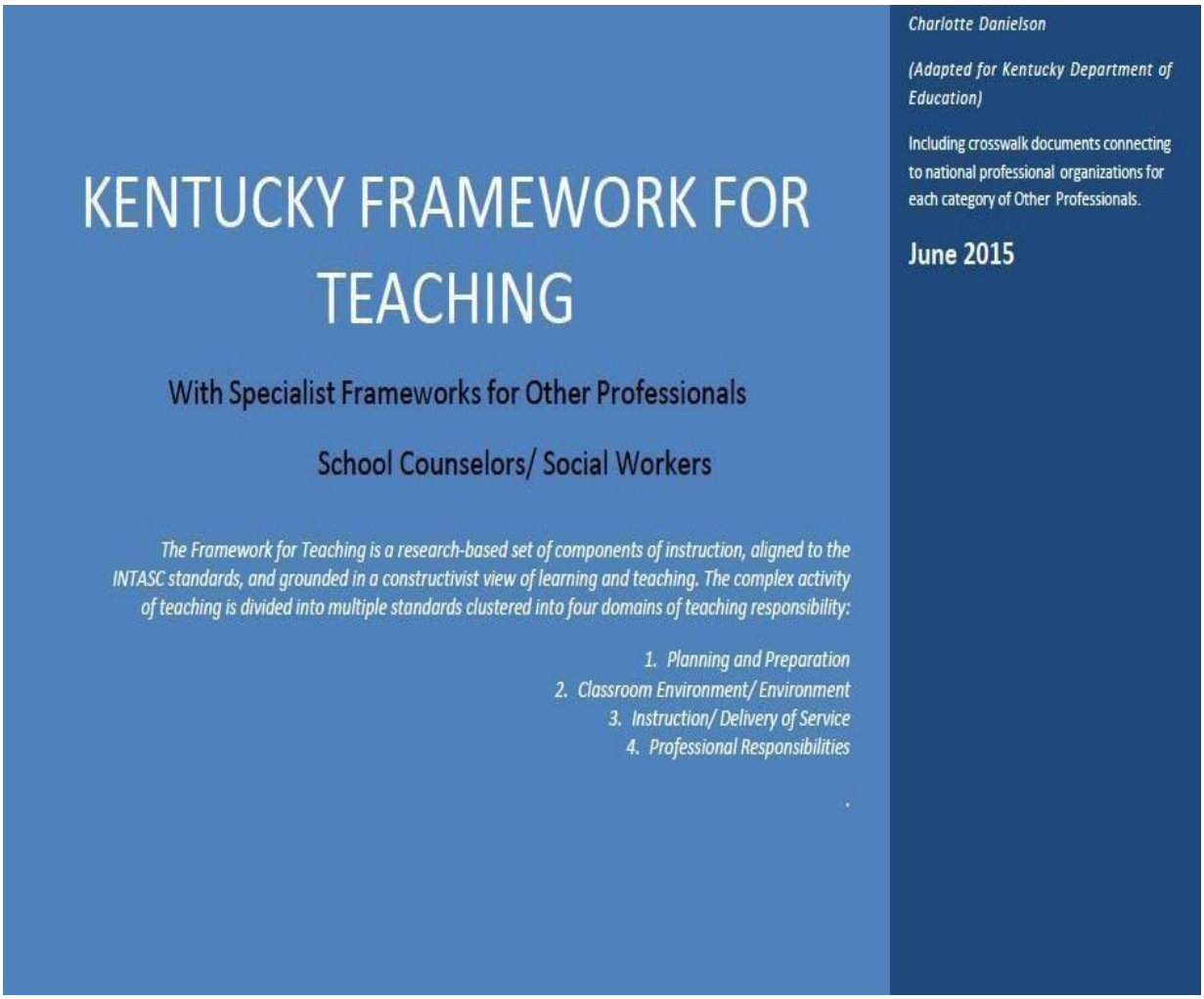


School Counselor Self-Reflection

Directions: Completed by School Counselor. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

School Counselor:_____**School Year:** _____

School: _____

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	

Component:	Self-Assessment:				Rationale:
3C - Using counseling techniques makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Professional Growth Plan

Directions: After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is needed, complete additional forms.

School Counselor:_____ **School Year:** _____

School: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

School Counselor Formative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

School Counselor:_____ **School:**_____

Evaluator:_____ **Date:** _____

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of counseling theoryand techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyondthe school and district	I	D	A	E	
1E - Plan in the counseling program integrated withthe regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and careerplans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	

Component:	Rating:				Evidence:
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Strengths

Areas of Improvement

School Counselor Signature*:	**Date:**
Evaluator Signature:	**Date:**

School Counselor Summative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

School Counselor:_____ **School:**_____

Evaluator:_____ **Date:** _____

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	

3E - Demonstrating flexibility and responsiveness	I	D	A	E	

Component:	Rating:				Evidence:
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

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

Evaluatee: _____ Agree with this summative evaluation
_____ Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" Domain requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

___Recommends for re-employment

___Does not recommend for re-employment

School Counselor Signature*:	**Date:**
Evaluator Signature:	**Date:**

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

Instructional Specialist

(Education & Special Ed Consultants, TAG)

FRAMEWORK

SELF-REFLECTION

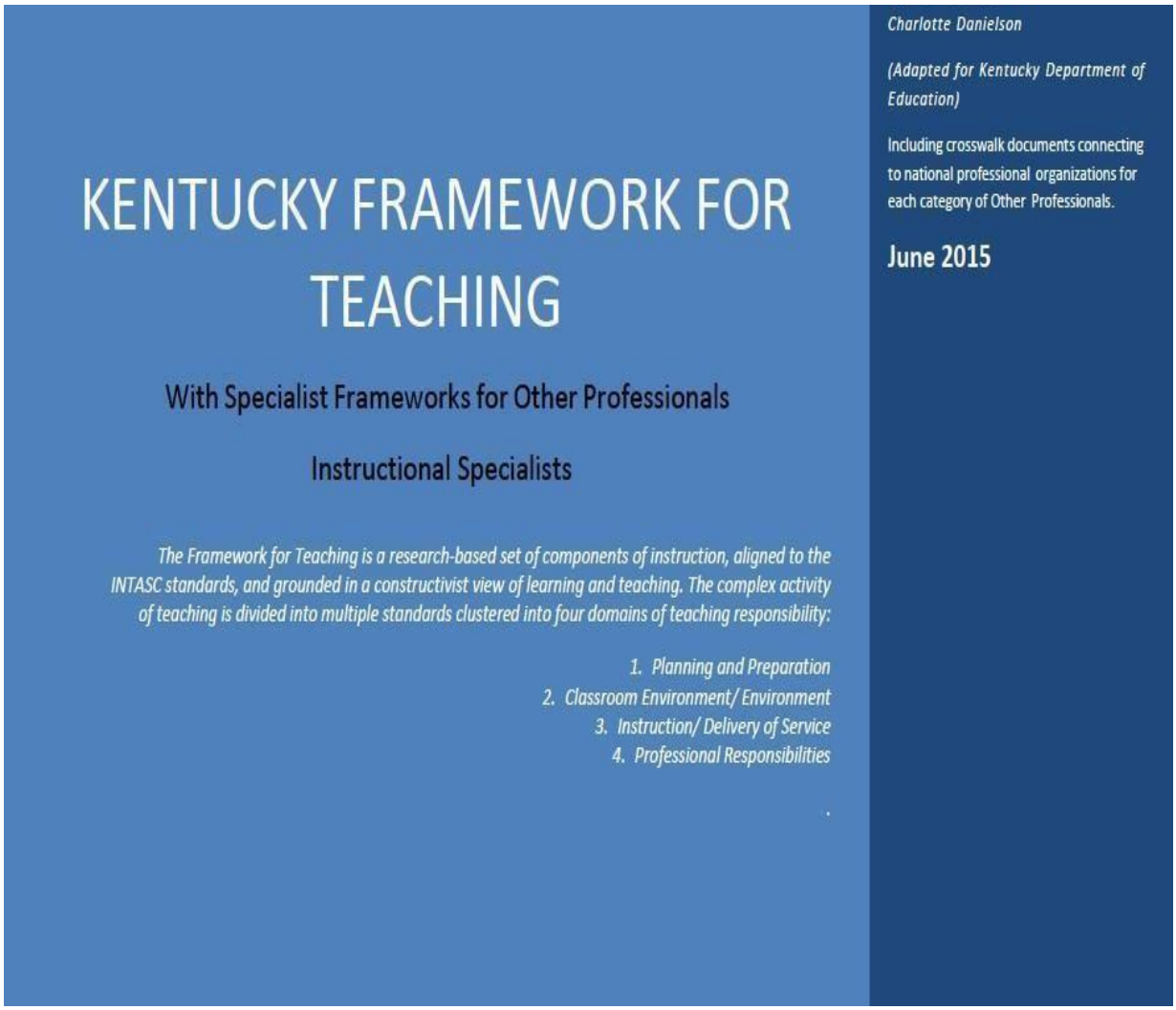
PROFESSIONAL GROWTH PLAN

FORMATIVE EVALUATION FORM

SUMMATIVE EVALAUTION FORM

Framework for Instructional Specialist (Education & Special Ed Consultants, TAG)

[Double click the image below]



Instructional Specialist Self-Reflection

Directions: Completed by Instructional Specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Instructional Specialist:_____ **School Year:** _____

School: _____

Component:	**Self-Assessment:**				**Rationale:**
1A Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D Demonstrating knowledge of resources both within and beyond the school and district.	I	D	A	E	
1E Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F Developing a plan to evaluate the instructional support program	I	D	A	E	
2A Creating an environment of trust and respect	I	D	A	E	
2B Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	

Component:	Self-Assessment:				Rationale:
2E Organizing physical space for workshops or training	I	D	A	E	
3A Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B Engaging teachers in learning new instructional skills	I	D	A	E	
3C Sharing expertise with staff	I	D	A	E	
3D Locating resources for teachers to support instructional improvement	I	D	A	E	
3E Demonstrating flexibility and responsiveness	I	D	A	E	
4A Reflecting on practice	I	D	A	E	
4B Preparing and submitting budgets and reports	I	D	A	E	
4C Coordinating work with other instructional specialists	I	D	A	E	
4D Participating in a professional community	I	D	A	E	
4E Engaging in professional development	I	D	A	E	
4F Showing professionalism including integrity and confidentiality	I	D	A	E	

Professional Growth Plan

Directions: After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is needed, complete additional forms.

Instructional Specialist:_____ **School Year:** _____

School: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

Instructional Specialist Formative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Instructional Specialist:_____ **School:**_____

Evaluator:_____ **Date:** _____

Component:	**Self-Assessment:**				**Rationale:**
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district.	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	

Component:	Self-Assessment:				Rationale:
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Strengths

Areas of Improvement

Instructional Specialist Signature*:	Date:
Evaluator Signature:	Date:

Instructional Specialist Summative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Instructional Specialist:_____ **School:**_____

Evaluator:_____ **Date:** _____

Component:	**Self-Assessment:**				**Rationale:**
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district.	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	

Component:	Self-Assessment:				Rationale:
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

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

Evaluatee: _____ Agree with this summative evaluation

_____ Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" Domain requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

___Recommends for re-employment

___Does not recommend for re-employment

Instructional Specialist Signature*:	Date:
Evaluator Signature:	Date:

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

FRAMEWORK

SELF-REFLECTION

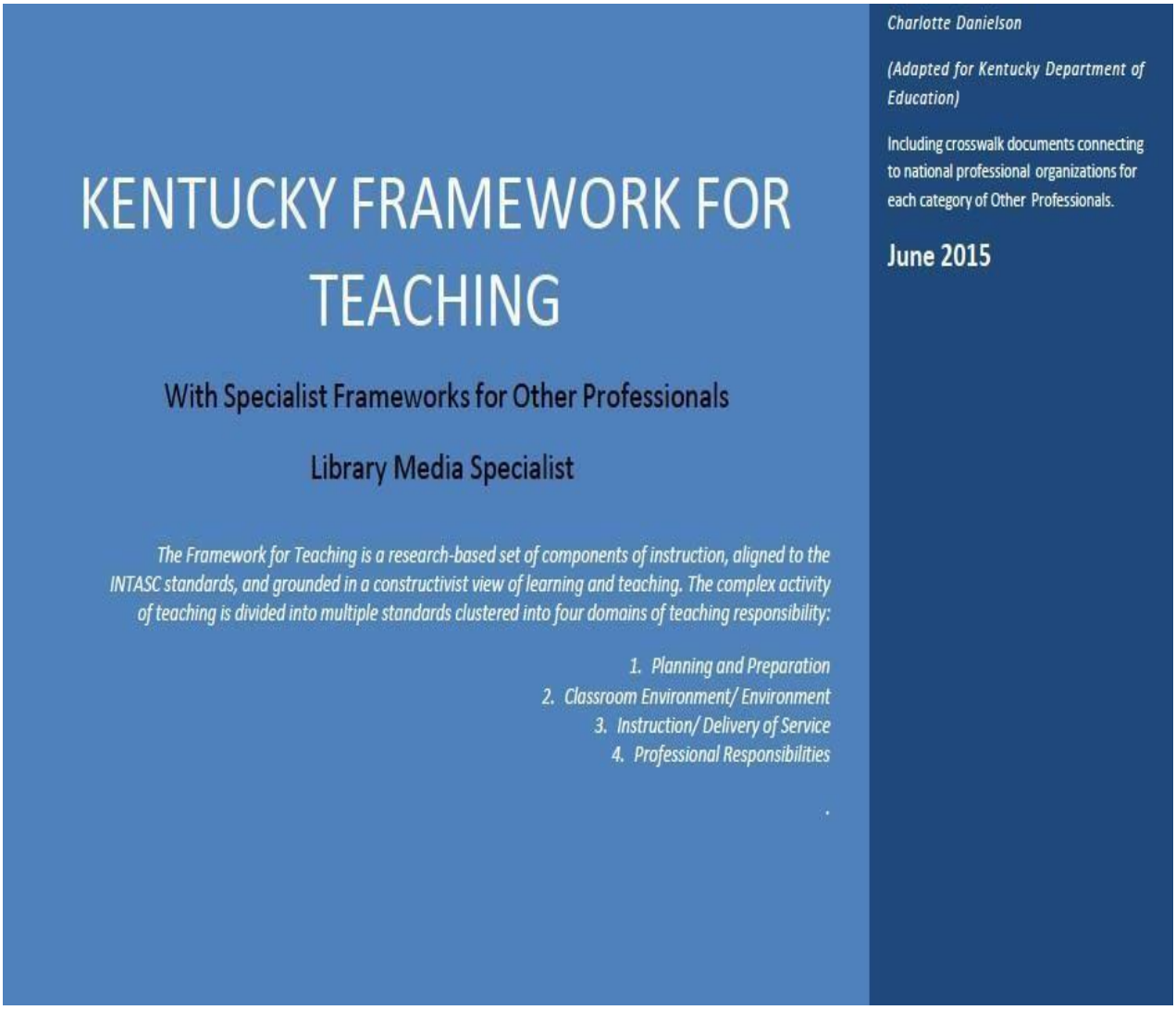
PROFESSIONAL GROWTH PLAN

FORMATIVE EVALUATION FORM

SUMMATIVE EVALAUTION FORM

Framework for Library Media Specialist

[Double click the image below]



Library Media Specialist Self-Reflection

Directions: Completed by library media specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Library Media Specialist:_____**School Year:** _____

School: _____

Component:	**Self-Assessment:**				**Rationale:**
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	

Component:	Self-Assessment:				Rationale:
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G - Managing the Library Budget	I	D	A	E	
4H - Managing Personnel	I	D	A	E	
4I - Professional ethics	I	D	A	E	

Professional Growth Plan

Directions: After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is needed, complete additional forms.

Library Media Specialist:_____ **School Year:** _____

School: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Library Media Specialist:_____ **School**:_____

Evaluator:_____ **Date:** _____

Component:	Rating:				Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	

Component:	Rating:				Evidence:
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professional	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G - Managing the Library Budge	I	D	A	E	
4H - Managing Personnel	I	D	A	E	
4I - Professional ethics	I	D	A	E	

Strength

Areas of Improvement

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

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

Library Media Specialist Summative Evaluation Form

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Library Media Specialist:_____ **School**:_____

Evaluator:_____ **Date:** _____

Component:	Rating:				Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	

Component:	Rating:				Evidence:
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professional	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G - Managing the Library Budge	I	D	A	E	
4H - Managing Personnel	I	D	A	E	
4I - Professional ethics	I	D	A	E	

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

Evaluatee: _____ Agree with this summative evaluation

_____ Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

___Recommends for re-employment

___Does not recommend for re-employment

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

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

KENTUCKY PRESCHOOL GUIDANCE

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

PRE-OBSERVATION FORM

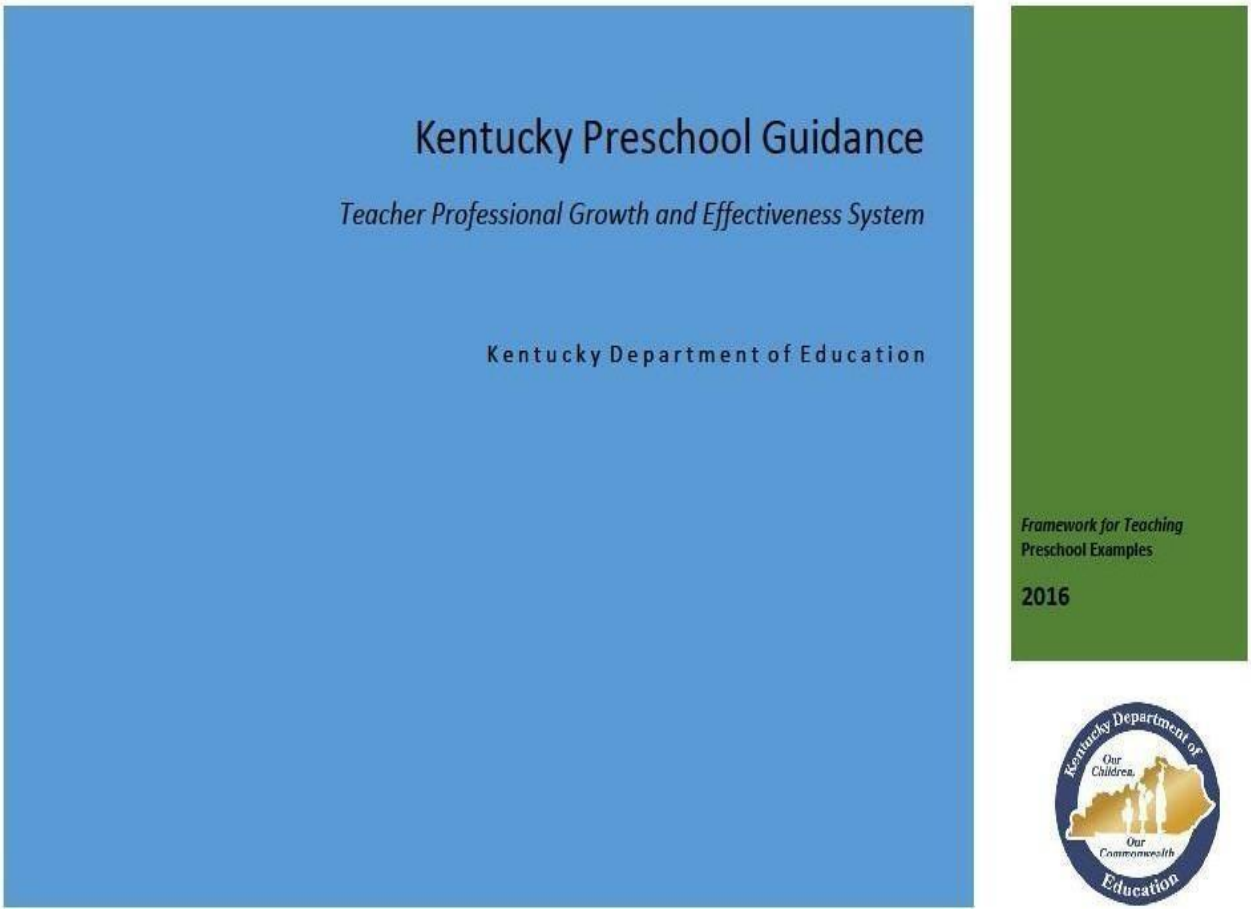
OBSERVATION FORM

POST-OBSERVATION/SEMESTER PERFORMANCE FORM

SUMMATIVE FORM

Guidance for Preschool

[Double click the image below]



Teacher Reflective Practice & Professional Growth Planning Template		
Teacher / EPSB ID#		
School		
Grade Level / Subject(s)		

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

Part A: Initial Reflection – Establishing Priority Growth Needs

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal:	
• What do I want to change about my practices that will effectively impact student learning?	
• How can I develop a plan of action to address my professional learning?	
• How will I know if I accomplished my objective?	

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

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	**Status of Professional Growth Goal:**	**Revisions / Modifications:**

Part D: Summative Reflection - Level of Attainment for Professional Growth Goal

Date:	**End of Year Reflection:**				
Next Steps:					
Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E
Teacher Signature:		**Date:**			
Administrator Signature:		**Date:**			

Professional Growth Plan

Directions: After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is needed, complete additional forms.

Teacher:_____ **School Year:** _____

School: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

FLOYD COUNTY SCHOOLS
Pre-Observation Information

The Pre-Observation Information form is to be completed by the teacher at least one day prior to the formal observation date.

_____ _____

Teacher **Class**

_____ _____

Date **Time**

Background: Type of Lesson **____Review _____Reteaching _____New Lesson _____Other (specify)**
Focus: Are there any student characteristics and behaviors the observer should be aware of during the observation period?
Objective(s): Identify the major concepts you will focus on during the lesson.
Methods: Procedures, Materials, and Activities: How will learning be accomplished? List methods, procedures, materials required and student activities that will take place.
Evaluation: How will you evaluate the lesson?

Please attach a copy of your lesson plan.

Observation Form

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

****Note: Available to evaluator for scripting if needed but not required.**

Time	Component	Actions and Statements / Questions by Teacher and Students	Evidence
	2A- Creating an Environment of Respect and Rapport		
	2B- Establishing a Culture for Learning		
	2C- Managing Classroom Procedures		
	2D- Managing Student Behavior		
	2E- Organizing Physical Space		

Time	Component	Actions and Statements / Questions by Teacher and Students	Evidence
	3A- Communicating with Students		
	3B- Using Questioning and Discussion Techniques		
	3C- Engaging Students in Learning		
	3D- Using Assessment in Instruction		
	3E- Demonstrating Flexibility and Responsiveness		

Post-Observation / Semester Performance Form

Teacher / EPSB ID#			
School / Grade Level / Subject(s)			
Observer / Date of Conference			

Reflect on the lesson that was observed using the following guiding questions to focus your reflections:

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

Evaluator's Formative Observation Rating:

Domain 1: Planning & Preparation	**Rating**					**Domain 2: The Classroom Environment**	**Rating**				
A. Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	NA	A. Creating an Environment of Respect and Rapport	I	D	A	E	NA
B. Demonstrating Knowledge of Students	I	D	A	E	NA	B. Establishing a Culture for Learning	I	D	A	E	NA
C. Selecting Instructional Outcomes	I	D	A	E	NA	C. Managing Classroom Procedures	I	D	A	E	NA
D. Demonstrating Knowledge of Resources	I	D	A	E	NA	D. Managing Student Behavior	I	D	A	E	NA
E. Designing Coherent Instruction	I	D	A	E	NA	E. Organizing Physical Space	I	D	A	E	NA

F. Designing Student Assessment	I	D	A	E	NA						
****Note**						****Note**					
Domain 3: Instruction	**Rating**					**Domain 4: Professional Responsibilities**	**Rating**				
A. Communicating with Students	I	D	A	E	NA	A. Reflecting on Teaching	I	D	A	E	NA
B. Using Questioning and Discussion Techniques	I	D	A	E	NA	B. Maintaining Accurate Records	I	D	A	E	NA
C. Engaging Students in Learning	I	D	A	E	NA	C. Communicating with Families	I	D	A	E	NA
D. Using Assessment in Instruction	I	D	A	E	NA	D. Participating in a Professional Community	I	D	A	E	NA
E. Demonstrating Flexibility and Responsiveness	I	D	A	E	NA	E. Growing and Developing Professionally	I	D	A	E	NA
						F. Demonstrating Professionalism	I	D	A	E	NA
**Note						**Note					

Teacher Signature*:	**Date:**
Administrator Signature:	**Date:**

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

***Any rating of I – Ineffective or D – Developing in a given standard should include supporting notes under the standard*

Teacher Summative Evaluation

Teacher_____Date _____

School_____Administrator _____

I - Ineffective D - Developing A - Accomplished E - Exemplary

Domain 1: Planning and Preparation	**Rating**			
A: Knowledge of Content and Pedagogy	**I**	**D**	**A**	**E**
B: Demonstrating Knowledge of Students	**I**	**D**	**A**	**E**
C: Setting Instructional Outcomes	**I**	**D**	**A**	**E**
D: Demonstrating Knowledge of Resources	**I**	**D**	**A**	**E**
E: Designing Coherent Instruction	**I**	**D**	**A**	**E**
F. Designing Student Assessments	**I**	**D**	**A**	**E**
Overall	**I**	**D**	**A**	**E**
Domain 2: The Classroom Environment	**Rating**			
A: Creating an Environment of Respect and Rapport	**I**	**D**	**A**	**E**
B: Establishing a Culture for Learning	**I**	**D**	**A**	**E**
C: Managing Classroom Procedures	**I**	**D**	**A**	**E**
D: Managing Student Behavior	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**
Overall	**I**	**D**	**A**	**E**
Domain 3: Instruction	**Rating**			
A: Communicating with Students	**I**	**D**	**A**	**E**
B: Using Questioning and Discussion Techniques	**I**	**D**	**A**	**E**
C. Engaging Students in Learning	**I**	**D**	**A**	**E**
D: Using Assessment in Instruction	**I**	**D**	**A**	**E**
E: Demonstrating Flexibility	**I**	**D**	**A**	**E**
Overall	**I**	**D**	**A**	**E**

TEACHER SUMMATIVE EVALUATION

Page 2

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

Strengths for Areas of Growth
Areas Identified for Growth

Evaluatee's comments:

_____

_____

_____

Evaluator's comments:

_____

_____

_____

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

Evaluatee: ____Agree with this summative evaluation
____Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "ineffective" Domain or overall requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

____Recommends for re-employment
____Does not recommend for re-employment

Overall Summary

I – Ineffective D – Developing A – Accomplished E - Exemplary

Teacher Signature*:	**Date:**
Evaluator Signature:	**Date:**

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

Additional Evidence to Support Assessment of Professional Practice May Include But Not Limited To:

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data
- Student work samples
- Student formative and / or summative course evaluations / feedback
- Minutes from PLCs
- Teacher interviews
- Parent engagement surveys
- Records of student attendance
- Records of teacher attendance
- Video lessons
- Professional development certificates / agendas
- EWALKS
- Other evidence as determined by principal

PROFESSIONAL STANDARDS for EDUCATIONAL LEADERS (PSEL)

SELF-REFLECTION

PROFESSIONAL GROWTH PLAN

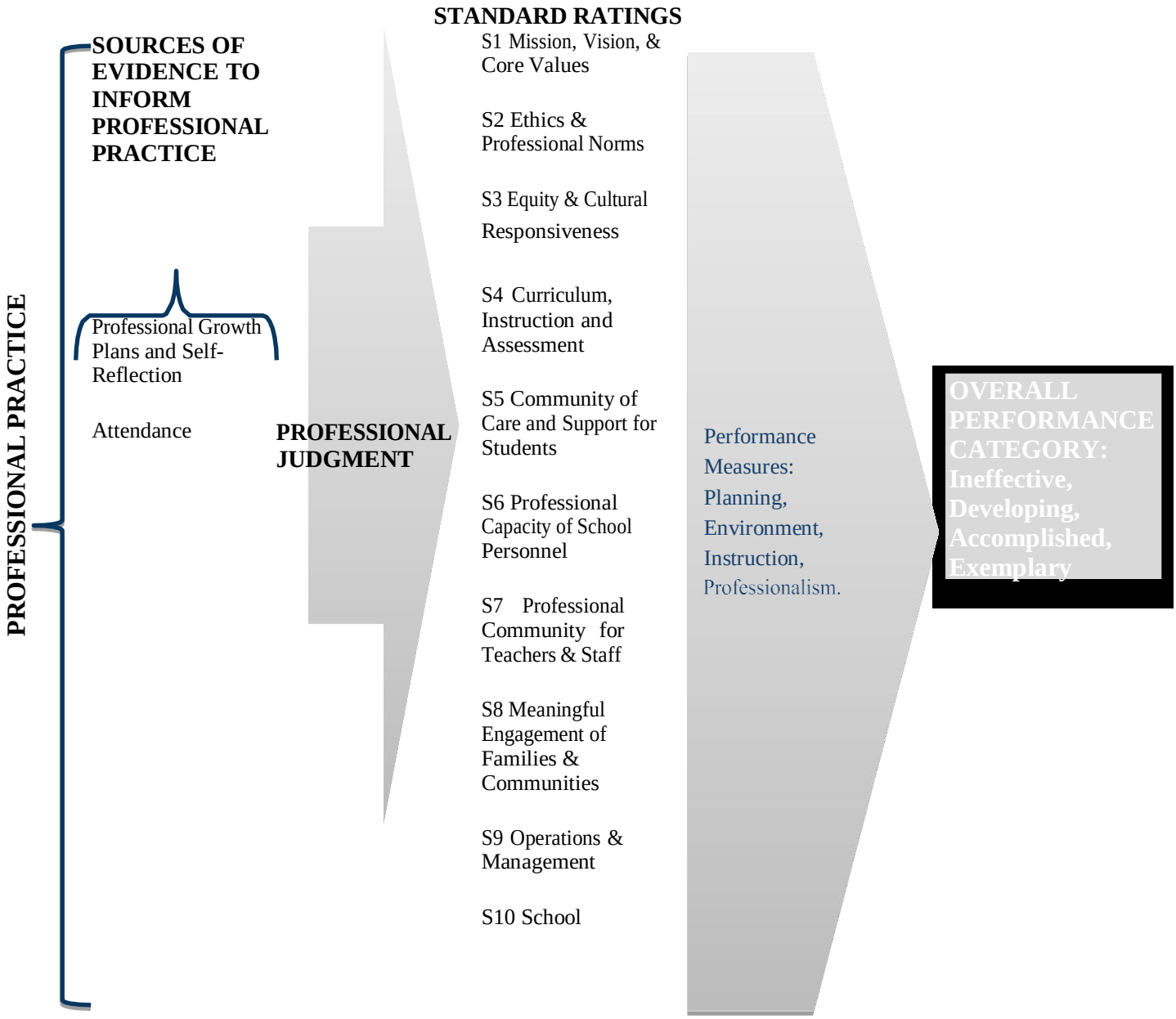
FORMATIVE CONFERENCE SUMMARY FORM

SUMMATIVE EVALUATION FORM

PROFESSIONAL STANDARDS for EDUCATIONAL LEADERS (PSEL)

The Principal Performance Standards are designed to support student achievement. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Professional judgement of performance measures ***Planning, Environment, Instruction, Professionalism*** will be used to inform the summative rating for the four performance levels: ***Ineffective***, ***Developing***, ***Accomplished***, and ***Exemplary***. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common frameworkand the Principal Performance Standards.

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



Principal/Assistant Principal Summary Timeline

	Activity	Task or Document	Responsibility of	
			Principal/Assistant Principal	Evaluator
Within the first 30 calendar days of reporting to work	• *Annual Review of evaluation process*	• *Orientation signature form*		✓
Within the first 30 days of school	• *Complete Self Reflection*	• *Reflective Practice Template*	✓	
15 days after the release of State Test Score Data or by Oct. 15	• *Principal develops PGP to include WCG, SGG, and attendance goals*	• *Professional Growth Planning Template*	✓	✓
By December 31st	• *Conduct Observation / Site Visit)* • *Mid-Year Conference with the principal including review of PGP, and documentation*	• *Observation Form* • *Reflective Practice Template* • *Professional Growth Planning Template*	✓	✓
TBD	• *Teachers, principals, evaluators, and supervisors*	• *Impact Kentucky Survey if offered by KDE*	✓	✓
By April 15th	• *Conduct Observation / Site Visit) and complete Summative Evaluation*	• *Observation Form* • *Summative Evaluation Form*	✓	✓

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

Principal / Assistant Principal Formative Performance Report

Floyd County Schools Formative Evaluation Report Administrator's Performance				
Administrator	**Evaluator's Name**			
Work Site	**Conference Date**			
Performance Measures and the Professional Standards for Educational Leaders (PSEL)	4 **Exemplary**	3 **Accomplished**	2 **Developing**	1 **Ineffective**
Performance Measure 1: Mission, Vision, and Core Values				
Performance Measure 2: Ethics and Professional Norms				
Performance Measure 3: Equity and Cultural Responsiveness				
Performance Measure 4: Curriculum, Instruction, and Assessment				
Performance Measure 5: Community of Care and Support for Students				
Performance 6: Professional Capacity of School Personnel				
Performance 7: Professional Community for Teachers and Staff				
Performance 8: Meaningful Engagement of Families and Community				
Performance 9: Operations and Management				
Performance 10: School Improvement				

Overall Performance Evaluation: (Circle One) **4** Exemplary **3** Accomplished **2** Developing **1** Ineffective

_____ _____
Administrator Date

_____ _____
Evaluator Date

Employment Recommendation to Superintendent:

_____Recommended for re-employment _____Does not recommend for re-employment

_____ _____
Evaluator Date

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the Appeals Panel within (5) working days of the receipt of this evaluation. Signing the form does not indicate agreement with the evaluation.

Areas of Strength:
Needs Improvement:

Sources of Evidence

Evaluators use professional judgment based on multiple sources of evidence promoting a more holistic and comprehensive analysis of practice. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and / or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Working Conditions Goal (Based on Impact Kentucky Survey)

Evaluators may use other sources of data / evidence in determining overall ratings. Additional evidence may include items from the following list (not a comprehensive list):

- Documentation
- School Comprehensive Plan
- Discipline Reports
- Teacher and Student Attendance Reports
- Parent Communications
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department / Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA / Professional Learning experience documentation
- Surveys

- Professional Organization memberships
- Parent / Community engagement events documentation
- School schedules
- Electronic correspondence

Professional Growth Planning and Self-Reflection—*completed by principals and assistant principals*
Completed annually, the Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will link data from multiple sources including site-visit conferences, and achievement, and professional growth needs identified through self-assessment and reflection. The principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

The principal / assistant principal (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) develops a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on achievement.

All principals and assistant principals will participate in self-reflection and professional growth planning each year. Each is responsible for developing a Professional Growth Plan.

Site-Visits (SV)—completed by supervisor of principal and assistant principal
Site visits are a method by which the superintendent / designee may gain insight into the principals' practice in relation to the standards. Additionally, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school improvement.

- Site-visits (SV) for the principal will be conducted at least once each year. (Formal site-visits are not required for the assistant principal).
- SV occur prior to December 31st and before April 15th of each school year.
- SV range from watching how principals interact with others, to observing programs and shadowing.

Conferencing
At least 2-conferences will take place between Evaluator and Evaluatee throughout the year.

1. **Mid-Year Review**
    a. Review mid-year evaluation
    b. Discuss strength and areas of concern
    c. Discuss documentation of each standard; determine if other documentation is needed.
    d. Questions / Concerns / Comments

2. **End-of-Year Review**
    a. Establish purpose of the meeting.
    b. Discuss observations / site visits and provide feedback.
    c. Share progress toward SGG.
    d. Share progress toward PGG.
    e. Discuss progress of each standard and determine if other documentation is needed.
    f. Discuss overall rating based on Professional Practice.
    g. Questions / Concerns / Comments

Working Conditions Goal

Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent ***Impact Kentucky Survey***. The principal's effort to accomplish the Working Conditions Growth Goal enhances professional performance and positively impacts school culture and student success.

- Developed following the completion of the ***Impact Kentucky Survey***.
- Minimum of one 2-year goal.
- Priority will be given to any category at or below 75 percent.

To maintain consistency in positively impacting school culture and success, the Assistant Principal will "inherit" the WCG as set by the principal.

Working Conditions Growth Goal Setting Process

The Goal will be recorded on the district ***Impact Kentucky Working Conditions Growth and Professional Growth Planning Template.***
The Principals, in collaboration with their superintendents / designee, will review the results from the **Impact Kentucky Survey**.

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 **Principal Performance Standards**.
3. Next, the principal will develop a WCG Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. A rubric will be completed by the principal and superintendent / designee:
    a. Goal target for "**ACCOMPLISHED**."
5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
6. Ongoing reflection and modification of the strategies when needed.

Development of Working Condition Rubric and Mid-Point Review

After the **WCG** has been collaboratively developed by the principal and superintendent / designee, an accompanying rubric and / or criteria for assessing the goal will be created. This rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished and Exemplary.

Exemplary	Above the goal
Accomplished	+ or -5%
Developing	Between the baseline and the goal
Ineffective	At or below the baseline

In the example below, a principal has identified a **WCG** area and set a goal of an increase from 31% to 50% agreement on an identified question(s). The rubric with a built in range of + or -5%.

Ineffective	Developing	Accomplished	Exemplary
21% or below agreement	22-44% agreement	45-55% agreement	Above 55% agreement

Goals are developed early in the school year. Principals will conduct a survey (3-4 questions) using the identified questions from the **Impact Kentucky Survey** as an interim measure of growth and for data for mid-year review and end-of-year review in the Non-**Impact Kentucky** administration years. During one-on-one, small group and / or department meetings, principals will engage staff in informal conversations regarding the progress of the **WCG**. The principal will share conversation notes during the superintendent / designee site-visit.

Attendance Goal

Floyd County Schools believes strongly believes that attendance is critical to student achievement especially in the area of closing achievement gaps. We believe that increasing student achievement requires a systemic approach that ensures schools increase rigor, has a systemic system of supports for students, has an adult advocate for every student and addresses truancy in a systemic fashion. We believe the school culture is a large predictor of student attendance. Therefore, each principal in Floyd County Schools will establish an annual goal with an agreed upon rubric and growth goals to ensure goal is met based on what the principal will do to impact change. The percentage growth will be a collaborative conversation between the principal and the superintendent / designee. The results will be included in the professional judgment of the principals overall annual performance.

Student Growth Goal

Shall be a percentage of growth from fall to spring benchmark in the content area identified as of most need.

Products of Practice / Other Sources of Evidence

Principals / Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's / assistant principal's practice within the performance criteria of ineffective, developing, accomplished and exemplary which are aligned to the four performance measures of planning, environment, instruction, and professionalism.

Reflective Practice

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Mission, Vision, and Core *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*	I	D	A	E	
2. Ethics and Professional Norms *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*	I	D	A	E	
3. Equity and Cultural Responsiveness *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*	I	D	A	E	
4. Curriculum, Instruction and Assessment *Effective educational leaders develop and support in intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*	I	D	A	E	
5. Community of Care and Support for Students *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*	I	D	A	E	
6. Professional Capacity of School Personnel *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*	I	D	A	E	

Standard	Self-Assessment				Strengths and areas for growth
7. Professional Community for Teachers and Staff *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*	I	D	A	E	
8. Meaningful Engagement of Families and Community *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*	I	D	A	E	
9. Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E	
10. School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals. (1-2 goals)

Part B: Principal's IMPACT Kentucky Working Conditions Goal

Target Question(s) from IMPACT Kentucky Results:

Following a review of IMPACT Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of IMPACT Kentucky.

Working Conditions Growth Goal Rubric:

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

2) <u>On-going Reflection:</u> Complete this section at mid-year to identify progress toward each Working Conditions / Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials: _____ _____ Principal's Supervisor's

***Available to evaluator if needed, but not required**

Date	**Status of Growth Goal(s) – WC, PGP**	**Revisions / Modifications of Strategies or Action Plans**

Administrator's Signature:	**Date:**
Superintendent / Designee Signature:	**Date:**

Principal / Assistant Principal Summative Performance Report

Floyd County Schools Summative Evaluation Report Administrator's Performance				
Administrator	**Evaluator's Name**			
Work Site	**Conference Date**			
Performance Measures and the Professional Standards for Educational Leaders (PSEL)	4 **Exemplary**	3 **Accomplished**	2 **Developing**	1 **Ineffective**
Performance Measure 1: Mission, Vision, and Core Values				
Performance Measure 2: Ethics and Professional Norms				
Performance Measure 3: Equity and Cultural Responsiveness				
Performance Measure 4: Curriculum, Instruction, and Assessment				
Performance Measure 5: Community of Care and Support for Students				
Performance 6: Professional Capacity of School Personnel				
Performance 7: Professional Community for Teachers and Staff				
Performance 8: Meaningful Engagement of Families and Community				
Performance 9: Operations and Management				
Performance 10: School Improvement				

Overall Performance Evaluation: (Circle One) **4** Exemplary **3** Accomplished **2** Developing **1** Ineffective

_____ _____

Administrator Date

_____ _____

Evaluator Date

Employment Recommendation to Superintendent:

_____Recommended for re-employment _____Does not recommend for re-employment

_____ _____

Evaluator Date

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the Appeals Panel within (5) working days of the receipt of this evaluation. Signing the form does not indicate agreement with the evaluation.

Areas of Strength:
Needs Improvement:

Products of Practice / Other Possible Sources of Evidence Checklist for District Personnel and Principals/Assistant Principals

- Documentation
- School/District Comprehensive Plan
- Discipline Reports
- Teacher and Student Attendance Reports
- Parent Communications
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department / Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round / Walk-through documentation
- Budgets
- EILA / Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent / Community engagement surveys
- Parent / Community engagement events documentation
- Schedules
- Electronic correspondence
- Other _____

School Psychologists

FRAMEWORK

SELF-REFLECTION

PROFESSIONAL GROWTH PLAN

FORMATIVE EVALUATION FORM

SUMMATIVE EVALAUTION FORM

Framework for School Psychologists

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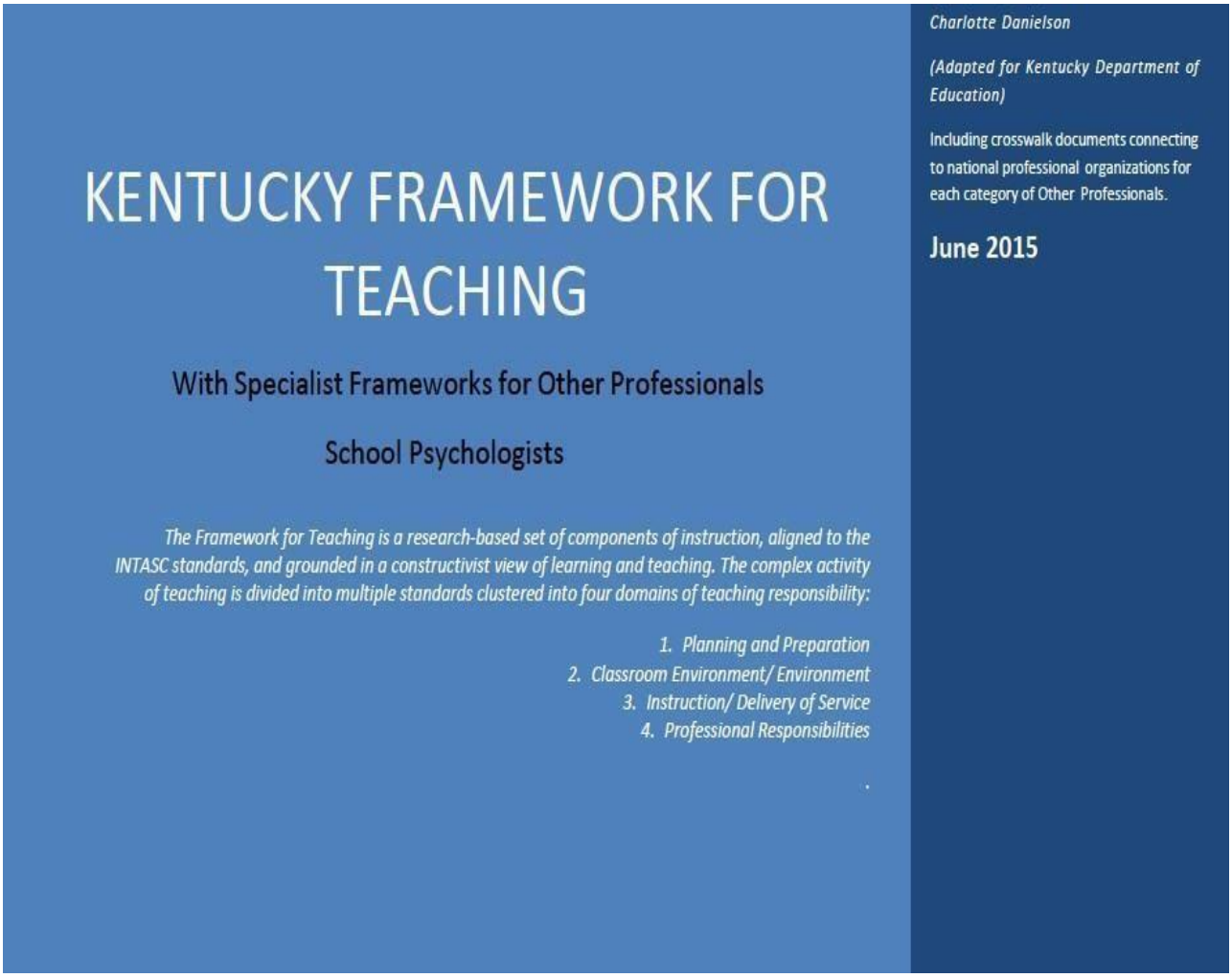


Psychologist Self-Reflection

Directions: Completed by psychologist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Psychologist:_____**School Year:** _____

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	

3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	

Component:	Self-Assessment:				Rationale:
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Professional Growth Plan

Directions: After completing the Self - Reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

Psychologist:_____**School Year**: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

Psychologist Formative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Psychologist: _____ **School:** _____

Evaluator: _____ **Date:** _____

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness					

Component:	Rating:				Evidence:
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Strengths

Areas of Improvement

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

___Recommends for re-employment

___Does not recommend for re-employment

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

Psychologist Summative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Psychologist:_____ **School:** _____

Evaluator:_____ **Date:** _____

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	

3F - Demonstrating flexibility and responsiveness					

Component:	Rating:				Evidence:
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

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

Evaluatee: _____ Agree with this summative evaluation

_____ Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

____Recommends for re-employment

____Does not recommend for re-employment

Psychologist Signature*:	**Date:**
Evaluator Signature:	**Date:**

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

Teacher (includes Home Instruction & Special Education Itinerant, etc.)

FRAMEWORK

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

PRE-OBSERVATION FORM

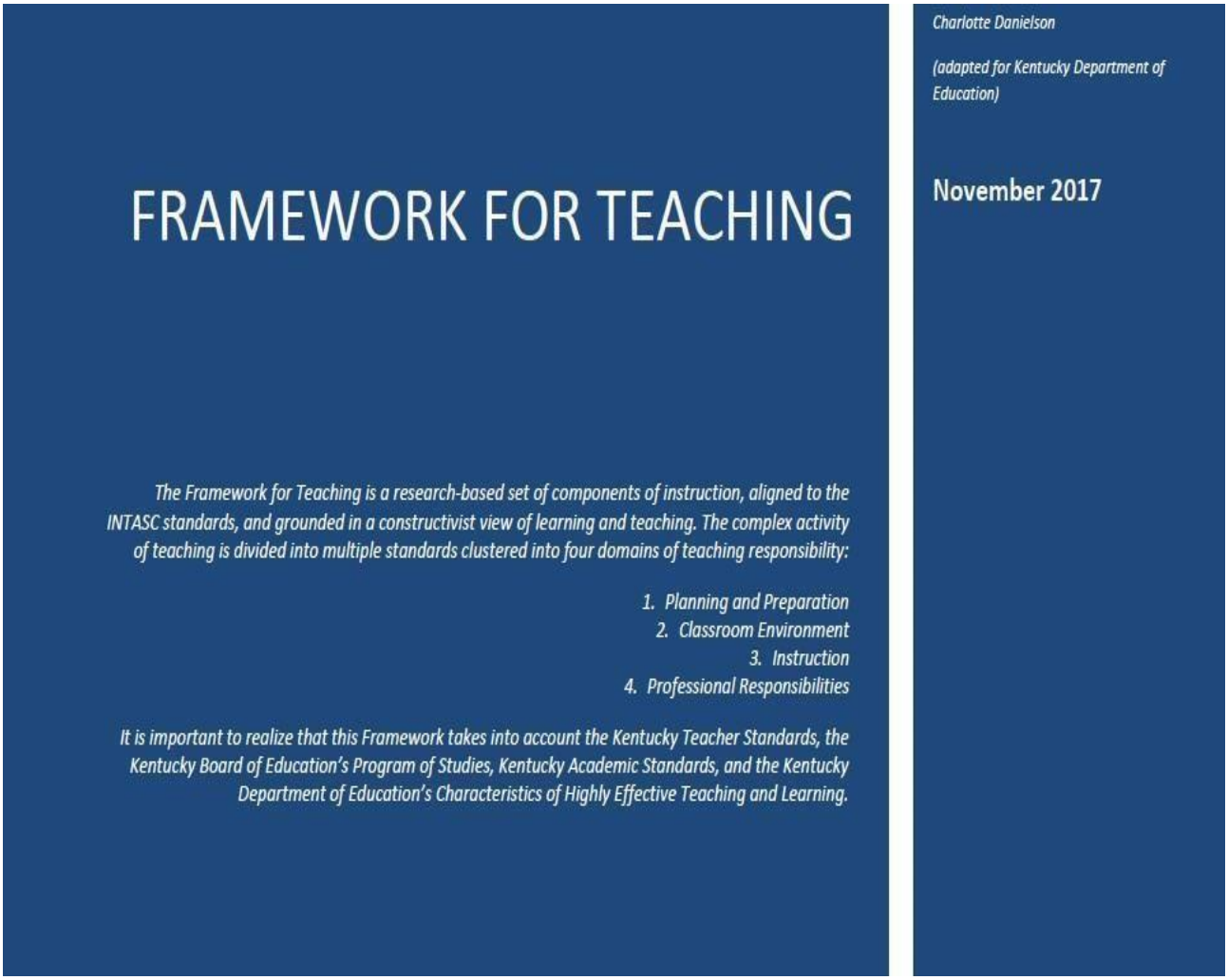
OBSERVATION FORM

POST-OBSERVATION/SEMESTER PERFORMANCE FORM

SUMMATIVE FORM

Framework for Teachers

[Double click the image below]



Teacher Reflective Practice & Professional Growth Planning Template		
Teacher / EPSB ID#		
School		
Grade Level / Subject(s)		

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

Part A: Initial Reflection – Establishing Priority Growth Needs

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal:	
• What do I want to change about my practices that will effectively impact student learning?	
• How can I develop a plan of action to address my professional learning?	
• How will I know if I accomplished my objective?	

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

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	**Status of Professional Growth Goal:**	**Revisions / Modifications:**

Part D: Summative Reflection - Level of Attainment for Professional Growth Goal

Date:	**End of Year Reflection:**				
Next Steps:					
Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E
Teacher Signature:		**Date:**			
Administrator Signature:		**Date:**			

Professional Growth Plan

Directions: After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is needed, complete additional forms.

Teacher:_____ **School Year:** _____

School: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

Pre-observation Document

FLOYD COUNTY SCHOOLS

The Pre-Observation Information form is to be completed by the teacher at least one day prior to the formal observation date.

Teacher **Class**

Date **Time**

Background: Type of Lesson **____Review _____Reteaching _____New Lesson _____Other (specify)**
Focus: Are there any student characteristics and behaviors the observer should be aware of during the observation period?
Objective(s): Identify the major concepts you will focus on during the lesson.
Methods: Procedures, Materials, and Activities: How will learning be accomplished? List methods, procedures, materials required and student activities that will take place.
Evaluation: How will you evaluate the lesson?

Please attach a copy of your lesson plan.

Observation Form

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

****Note: Available to evaluator for scripting if needed but not required.**

Time	Component	Actions and Statements / Questions by Teacher and Students	Evidence
	2A- Creating an Environment of Respect and Rapport		
	2B- Establishing a Culture for Learning		
	2C- Managing Classroom Procedures		
	2D- Managing Student Behavior		
	2E- Organizing Physical Space		

Time	Component	Actions and Statements / Questions by Teacher and Students	Evidence
	3A- Communicating with Students		
	3B- Using Questioning and Discussion Techniques		
	3C- Engaging Students in Learning		
	3D- Using Assessment in Instruction		
	3E- Demonstrating Flexibility and Responsiveness		

Post-Observation / Semester Performance Form

Teacher / EPSB ID#			
School / Grade Level / Subject(s)			
Observer / Date of Conference			

Reflect on the lesson that was observed using the following guiding questions to focus your reflections:

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

Evaluator's Formative Observation Rating:

Domain 1: Planning & Preparation	**Rating**					**Domain 2: The Classroom Environment**	**Rating**				
A. Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	NA	A. Creating an Environment of Respect and Rapport	I	D	A	E	NA
B. Demonstrating Knowledge of Students	I	D	A	E	NA	B. Establishing a Culture for Learning	I	D	A	E	NA
C. Selecting Instructional Outcomes	I	D	A	E	NA	C. Managing Classroom Procedures	I	D	A	E	NA
D. Demonstrating Knowledge of Resources	I	D	A	E	NA	D. Managing Student Behavior	I	D	A	E	NA
E. Designing Coherent Instruction	I	D	A	E	NA	E. Organizing Physical Space	I	D	A	E	NA

F. Designing Student Assessment	I	D	A	E	NA						
****Note**						****Note**					
Domain 3: Instruction	**Rating**					**Domain 4: Professional Responsibilities**	**Rating**				
A. Communicating with Students	I	D	A	E	NA	A. Reflecting on Teaching	I	D	A	E	NA
B. Using Questioning and Discussion Techniques	I	D	A	E	NA	B. Maintaining Accurate Records	I	D	A	E	NA
C. Engaging Students in Learning	I	D	A	E	NA	C. Communicating with Families	I	D	A	E	NA
D. Using Assessment in Instruction	I	D	A	E	NA	D. Participating in a Professional Community	I	D	A	E	NA
E. Demonstrating Flexibility and Responsiveness	I	D	A	E	NA	E. Growing and Developing Professionally	I	D	A	E	NA
						F. Demonstrating Professionalism	I	D	A	E	NA
**Note						**Note					

Teacher Signature*:	**Date:**
Administrator Signature:	**Date:**

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

***Any rating of I – Ineffective or D – Developing in a given standard should include supporting notes under the standard*

Teacher Summative Evaluation

Teacher_____Date _____

School_____Administrator _____

I - Ineffective D - Developing A - Accomplished E - Exemplary

Domain 1: Planning and Preparation	**Rating**			
A: Knowledge of Content and Pedagogy	**I**	**D**	**A**	**E**
B: Demonstrating Knowledge of Students	**I**	**D**	**A**	**E**
C: Setting Instructional Outcomes	**I**	**D**	**A**	**E**
D: Demonstrating Knowledge of Resources	**I**	**D**	**A**	**E**
E: Designing Coherent Instruction	**I**	**D**	**A**	**E**
F. Designing Student Assessments	**I**	**D**	**A**	**E**
Overall	**I**	**D**	**A**	**E**
Domain 2: The Classroom Environment	**Rating**			
A: Creating an Environment of Respect and Rapport	**I**	**D**	**A**	**E**
B: Establishing a Culture for Learning	**I**	**D**	**A**	**E**
C: Managing Classroom Procedures	**I**	**D**	**A**	**E**
D: Managing Student Behavior	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**
Overall	**I**	**D**	**A**	**E**
Domain 3: Instruction	**Rating**			
A: Communicating with Students	**I**	**D**	**A**	**E**
B: Using Questioning and Discussion Techniques	**I**	**D**	**A**	**E**
C. Engaging Students in Learning	**I**	**D**	**A**	**E**
D: Using Assessment in Instruction	**I**	**D**	**A**	**E**
E: Demonstrating Flexibility	**I**	**D**	**A**	**E**
Overall	**I**	**D**	**A**	**E**

TEACHER SUMMATIVE EVALUATION

Page 2

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

Strengths for Areas of Growth
Areas Identified for Growth

Evaluatee's comments:

_____

_____

_____

Evaluator's comments:

_____

_____

_____

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

Evaluatee: ____Agree with this summative evaluation
____Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "ineffective" Domain or overall requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

____Recommends for re-employment
____Does not recommend for re-employment

Overall Summary

I – Ineffective D – Developing A – Accomplished E - Exemplary

Teacher Signature*:	**Date:**
Evaluator Signature:	**Date:**

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

Additional Evidence to Support Assessment of Professional Practice May Include But Not Limited To:

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data
- Student work samples
- Student formative and / or summative course evaluations / feedback
- Minutes from PLCs
- Teacher interviews
- Parent engagement surveys
- Records of student attendance
- Records of teacher attendance
- Video lessons
- Professional development certificates / agendas
- EWALKS
- Other evidence as determined by principal

FRAMEWORK

SELF-REFLECTION

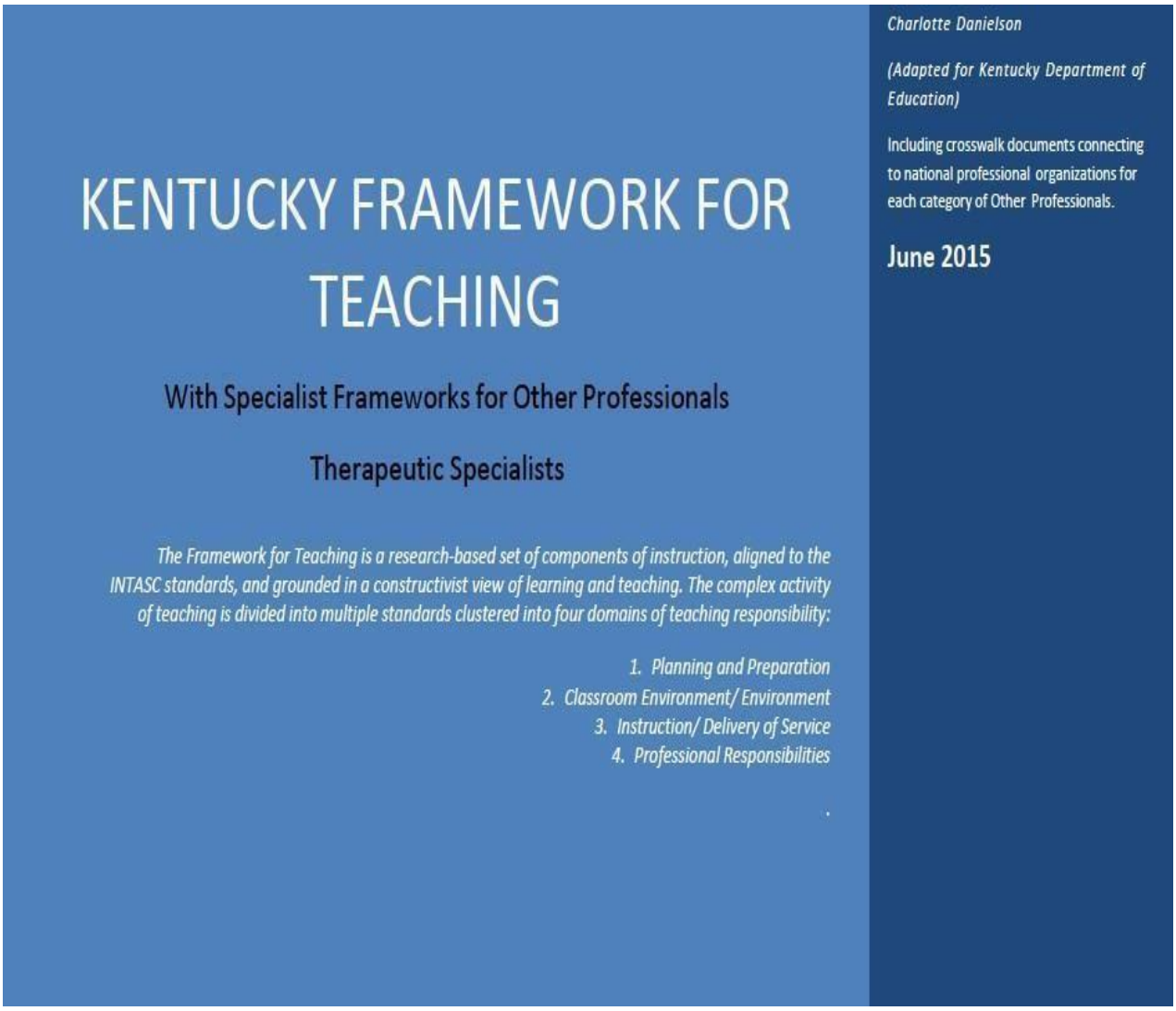
PROFESSIONAL GROWTH PLAN

FORMATIVE EVALUATION FORM

SUMMATIVE EVALAUTION FORM

Framework for Therapeutic Specialists

[Double click the image below]



Speech Language Pathologist Self-Reflection

Directions: Completed by therapeutic specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Speech Pathologist:_____ **Date:**_____

School: _____

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

Component:	Self-Assessment:				Rationale:
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Professional Growth Plan

Directions: After completing the Self - reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is needed, complete additional forms.

Speech Pathologist:_____ **Date:**_____

School: _____

Professional Growth Goal

Component

Principal's Feedback

Individual Growth Plan Development

_____ _____

Evaluatee Date Evaluator Date

Individual Growth Plan (Achieved, Revised, Continued)

_____ _____

Evaluatee Date Evaluator Date

Speech Language Pathologist Formative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Speech Pathologist:_____ **School:** _____

Component:	Evidence:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	
1C - Demonstrating knowledge of District state and federal regulations and guidelines	
1D - Demonstrating knowledge of resources both within and beyond the school and district	
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students	
1F - Developing a plan to evaluate the therapy program	
2A – Establishing rapport with students	
2B - Organizing time effectively	
2C - Establishing and maintaining clear procedures for referrals	
2D - Establishing standards of conduct in the treatment center	
2E - Organizing physical space for testing of students and providing therapy	
3A - Responding to referrals and evaluating student needs	

Component:	Evidence:
3B - Developing and implementing treatment plans to maximize student s success	
3C - Communicating with families	
3D - Collecting information; writing reports	
3E - Demonstrating flexibility and responsiveness	
4A - Reflecting on practice	
4B - Collaborating with teachers and administrators	
4C - Maintaining an effective data management system	
4D - Participating in a professional community	
4E - Engaging in professional development	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	

Speech Pathologist Signature Evalautor's Signature Date

Speech Language Pathologist Summative Evaluation Form

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Speech Pathologist:_____ **School:** _____

Evaluator:_____ **Date:** _____

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

Component:	Rating:				Evidence:
3B - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

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

Evaluatee: _____ Agree with this summative evaluation
_____ Disagree with this summative evaluation

Evaluatee shall be given the opportunity to attach a written response to the summative evaluation.

Opportunities for appeal process at both the local and state levels are a part of the Floyd County Certified School Personnel Evaluation Plan.

Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Employment Recommendation to Superintendent

____Recommends for re-employment
____Does not recommend for re-employment

Speech Therapist Signature*:	**Date:**
Evaluator Signature:	**Date:**

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

CERTIFIED INDIVIDUAL CORRECTIVE ACTION PLAN

Teacher / EPSB ID#			
School / Grade Level / Subject(s)			
Observer / Date of Conference			

The Individual Corrective Action Plan is developed when an evaluatee receives an "*Ineffective*" rating(s) on the Summative Evaluation.

Domain	Present Professional Growth Stage	Growth Objective / Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
Support from administrator / other				

Evaluatee's Comments:	
Administrator's Comments:	
Evaluatee's Signature:	**Date:**
Administrator Signature:	**Date:**