

**WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM**

ITEM #: **DATE:** April 22, 2024

TOPIC/TITLE: Approval of 2024-25 CEP

PRESENTER: Susan Tracy

ORIGIN:

- TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
 - ACTION REQUESTED AT THIS MEETING
 - ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
 - ACTION REQUESTED AT FUTURE MEETING: (DATE)
 - BOARD REVIEW REQUIRED BY
-
- STATE OR FEDERAL LAW OR REGULATION
 - BOARD OF EDUCATION POLICY
 - OTHER:

PREVIOUS REVIEW, DISCUSSION OR ACTION:

- NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
 - PREVIOUS REVIEW OR ACTION
-
- DATE:
 - ACTION:

BACKGROUND INFORMATION:

Certified Evaluation Plan has been drafted and approved by the 50/50 committee.

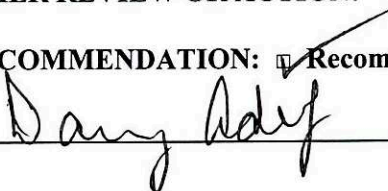
SUMMARY OF MAJOR ELEMENTS:

Seeking board approval of the CEP for the 2024-25 school year.

IMPACT ON RESOURCES: NA

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: Recommended Not Recommended





Where Kids Win!

**Evaluation Plan for
Certified Personnel
2024-2025**

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Mission Statement

The Woodford County Public Schools, in partnership with families and the community, will **provide** challenging learning opportunities for all students, **promote** student growth and achievement, and **prepare** students to strive for excellence.

Core Values

The Woodford County Public Schools believes these core values are an essential foundation to achieving the mission of the district:

Learning - The Woodford County Public Schools will provide opportunities and experiences that prepare all students with academic and life skills to promote high achievement.

Collaboration - The Woodford County Public Schools will foster respectful, honest, and caring relationships among students, families, staff and the community to achieve common goals.

Communication - The Woodford County Public Schools will effectively communicate in order to meet the diverse needs of our students as well as to demonstrate understanding of stakeholders' perspectives, experiences, and culture.

Problem-Solving - The Woodford County Public Schools will evaluate challenges and be innovative in decision making with high levels of integrity and in the best interest of students.

Contribution - The Woodford County Public Schools will continually strive to make positive contributions to the entire community.

WOODFORD COUNTY EVALUATION PLAN COMMITTEE

TEACHERS	ADMINISTRATORS	CHAIR (NON-VOTING MEMBER)
Jen Brown	Clay Mattingly	Susan Tracy Director of Student Achievement
Stephanie Terry	Jeremy Reynolds	
Allie Buchanan	Joe Albert	
Amanda Dowell	Elaine Kaiser	
Amanda Moffett	Ryan Asher	

EVALUATION PLAN REVIEW COMMITTEE

704 KAR 3:370 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Woodford County's Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan as adopted by the Board of Education; and (2) recommend improvements/changes.

A teacher and/or administrator representing each school, and central office personnel will serve on the evaluation plan review committee. The evaluator of each school will designate the teacher representative.

The committee is advisory only: It neither complements nor supplements that which is required of the Board.

PURPOSE FOR EVALUATION

The purposes of the Woodford county Schools' Performance Evaluation are to:

- A: Improve instruction for all learners.
- B: Provide a system of performance accountability of all certified employees.
- C: Provide a means for certified employees to improve their performance.
- D: Support individual personnel decisions.

The Woodford County contact person for Certified Evaluation is
Superintendent Danny Adkins.

**ASSURANCES
CERTIFIED EVALUATION PLAN**

The Woodford County School District hereby assures the Commissioner of Education that:

An evaluation committee composed of an equal number of teachers and administrators developed this evaluation plan.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member would be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers, will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be review as needed and any substantive revisions will be submitted to the Department of Education for approval.

The Woodford County Board of Education approved the evaluation plan as recorded in the minutes of the meeting held on **April 22, 2024**.

Danny Adkins, Superintendent Date
Woodford County School District

Angela McKale, Chairperson Date
Woodford County School District

ROLES IN EVALUATION PROCESS

704 KAR 3:345; Section 4; (2) (a)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

DEFINITION OF ROLES/RESPONSIBILITIES

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal; for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Corrective Action Plan:** A plan for improving any deficiencies that shall be developed by the evaluatee and evaluator at any time during the school year. Specific timelines and follow-up observations shall be determined by the Correction Action Plan form.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557 (1)(a).
10. **Formal Full Observation or Summative Observation:** When the evaluator conducts an observation for the full class period utilizing the KY Framework for Teaching with the purpose of gathering evidence for the evaluatee's summative evaluation. This is the last in the sequence of observations. The performance ratings are entered into the state approved technology platform (currently CIITS).
11. **Formal Mini Observation:** When the evaluator conducts an observation, for a minimum of 20 minutes, during a class period utilizing the KY Framework for Teaching with the purpose of gathering evidence for the evaluatee's on-going evaluation. This is one in a series of four observations. The performance levels are entered into the state approved technology platform.
12. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
13. **Job Category:** A group or class of certified school personnel positions with closely related functions.

14. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgements, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
16. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
18. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
19. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
20. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
21. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
22. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
23. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
25. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee

pursuant to the requirements of Section 10(7) of this administrative regulation.

26. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).

27. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

28. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

EVALUATION CYCLE TIMELINE FOR MANAGEMENT DATA COLLECTION

STEP	TIMELINE
1. Complete Professional Growth Plan - all certified employees	As early as May 1 of the current school year, & No later than 30 days after first day of instruction . Mid-year review no later than January 31 .
2. Review Evaluation Plan, including Domains, Standards, and Performance Criteria and individual school's indicators for criteria 2.a. Give out applications for local evaluation appeals panel	Within 30 calendar days of employee reporting for employment. By September 1
3. Implement Action Plans	Teachers will put the PGP in State Approved Technology Platform. Begins as soon as the Professional Growth Plan (or Individual Corrective Action Plan, if needed) is signed.
4. Observations and conferences for data collection regarding performance of employee: A. Classroom Teacherse: Non-Tenured B. Classroom Teachers: Tenured C. Other Professionals: Non-teaching Certified Staff	Conferences are to follow classroom observations by no more than five (5) workdays. A. Minimum of four (4) scheduled observations followed by face-to-face conferences per school year. The peer observation will follow the two mini-observations completed by the evaluator. The final of the four observations will be the evaluator full observation. <ul style="list-style-type: none"> - First two mini observations scheduled before WINTER BREAK. - The peer mini observation should be completed by January 31. - The full administrator observation will occur no later than APRIL 10. B. Minimum of one (1) scheduled observation per school year no later than APRIL 10 . Year 1 and Year 2 will be mini-observations by the evaluator. Year 3 will be an peer mini observation by January 31 followed by an evaluator full observation. During the third year of the evaluation cycle, the summative evaluation conference will take place during the 2nd semester of that year. All evaluations must be put into the State Approved Technology Platform. The summative evaluation is due to Central Office by the last working day in April. C. Conference AT LEAST ONCE EACH SEMESTER for an update regarding Performance Criteria and progress of Professional Growth/Action Plans. Summative forms and conference compled by the last working day in April.
A/B/C. Classroom Teachers; Other Professionals:	A/B/C. At Anytime, memos regarding outstanding

Non-teaching Certified Administrators	performance may be written.
5. Continuous Informal Observations/ Conferences/Corrective Action Plans	At any time; prior notice is not required.
6.A. Assess results, review/revise if needed, the current year's Professional Growth Plan. B. Evaluator recommendation for non-renewal of contract.	A. No later than the LAST STUDENT DAY OF THE SCHOOL YEAR. B. In writing to the Superintendent no later than the last working day in April.

**Timelines may need to be adjusted if the instructional calendar is changed due to inclement weather or other reasons.

Note: Only evaluators who have passed the proficiency assessment can conduct formal observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
- The Superintendent and/or the Chief Academic Officer (CAO) will provide individualized training for the supervisor on the KY Framework for Teaching. In addition, the CAO and/or superintendent may schedule the supervisor for professional development offerings in the needed areas.
- In cases where the supervisor is not certified through the state approved proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:
 - District level personnel and/or evaluators from other schools in the district (where certification applies), who have passed the proficiency certification system, will conduct the observations and scoring with the supervisor present. These observations and scoring will count as the teacher's official evaluation.

THE EVALUATION PROCESS - HOW IT WORKS

EMPLOYEE ORIENTATION TO EVALUATION PLAN

Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's evaluation system within first 30 calendar days of reporting for employment. This includes providing a copy of the handbook to all employees. The contents of the evaluation plan handbook must be reviewed with each employee prior to any observation/evaluation. All certified personnel must have immediate notice of any changes made, and appropriately approved, to the evaluation process.

The annual review shall be an explanation of the contents of the evaluation plan handbook, including the Evaluation Standards/Domains and Performance Criteria for Teachers/Administrators. **Prior to the first observation, each building evaluator is responsible annually for developing and explaining to building personnel the Indicators (or "Look-Fors") for Performance Criteria that are building-specific, based on the school's comprehensive improvement plan goals, professional development training the staff has taken, or other factors.** Each building evaluator will ensure that teachers are familiar with the expectations outlined in the Kentucky Framework for Teaching. The building evaluator is responsible for providing, upon employee request, a copy of any additional job description, which is not included in the Appendix of the Evaluation Plan Handbook.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA

The Evaluation Criteria for Teachers/Administrators shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria such as; descriptions, applicable local Board policies, and the Kentucky School Personnel Code of Ethics) be understood by all parties.

FORMATIVE EVALUATION

Formative evaluation is a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance. The 3 & 1 Progressive model will be used in Woodford County. Formative observations must be scheduled with the evaluatee not less than 24 hours in advance of the observation time.

For tenured teachers in the formative evaluation cycle, observations/conferences will be done by the evaluator once each year. Conferences are to follow classroom observations by no more than five (5) workdays.

For non-tenured teachers in the formative phase of the annual evaluation cycle, formative observations/conferences will be done four (4) times a year, with one being a peer observation. Non-tenured teachers must be observed twice before the scheduled winter break in the 1st semester and no later than April 10 in the 2nd semester, with a mini-peer

observation followed by a full formal observation by the evaluator. For all employees, tenured and non-tenured, the observations will be scheduled. All observations will be conducted openly with full knowledge by the evaluatee. A face-to-face feedback conference should follow a formal observation by no more than five (5) workdays. A summative conference will be held by the last working day in April.

Unannounced informal walkthrough observations (drop-in visits of less than a full observation) may be made at any time by the evaluator. An employee who is experiencing problems in any area of expectation may have as many observations, conferences, and/or corrective action plans or memos as are necessary to document the situation - including assistance offered by the evaluator. These observations do not require prior notice.

During the formative evaluation cycle, data is collected on the four domains of the Kentucky Framework for Teaching. After a classroom observation is made, the observer will analyze data taken during the observation. In identifying areas (strengths, enrichment, and/or improvement) to be recognized on the Post-Observation Conference Formative Report Form, there is no set number. Sometimes more areas will be identified than actually will be targeted. The evaluator will decide the most important priorities and key the emphasis upon them. The priorities could be areas of strength, enrichment, and/or improvement.

SUMMATIVE EVALUATION

Summative evaluation means the summary of, and conclusions from, all evaluation data, including formative evaluation data. Summative evaluation occurs at the end of an evaluation cycle; annually for non-tenured certified personnel, annually for administrators, and every third year for tenured certified personnel. The summative evaluation process includes: a conference between the evaluator and the evaluated certified employee, and an evaluation report turned into Central Office, and shall include all applicable Professional Growth and Effectiveness Data.

Tenured teachers are in summative evaluation every three (3) years. During the third year of the evaluation cycle, the formal full observation by the evaluator and conference will take place. In the 2nd semester of the summative year, a summative conference must be held. The observations will be entered into an approved technology platform.

The evaluator will assess results, reviewing all data collected during the evaluation cycle under which the evaluatee falls. This is done so the evaluator can make a determination on performance ratings (Exemplary, Accomplished, Developing, Ineffective).

For those employees whose summative evaluation will result in a termination of employment, the written recommendation for non-renewal of contract accompanied by supporting documentation, must be given to the Superintendent no later than the last working day in April.

INDIVIDUAL CORRECTIVE ACTION PLAN

If an area of improvement from the classroom observation is noted on the Formative Report Form, the item must have a corresponding written prescription, or action plan, to remediate or assist. This may be specifically noted and written on the Formative Report Form in the Data Collection space, or an Individual Corrective Action Plan (**ICAP**) may be established.

The ICAP may then be written to any of the domains from the Kentucky Framework for Teaching or standards for Non-teaching Other Professionals which evidence shows need correction/ attention.

During the conference, once an area of improvement, with corresponding procedures, has been noted on either a Formative Report Form or an ICAP, its implementation begins immediately. The primary responsibility for initiating activities and procedures in either an ICAP or Formative Report Form, is with the evaluatee, except as written otherwise and agreed upon during conferencing.

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be needed. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other than the first and subsequent formative observations/ conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences be held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process.

The evaluator will be expected to make additional observations, as appropriate, so that meaningful feedback can be given in a clinical way based on evidence- emphasizing objectivity in data collection and collaboration in its interpretations. Administrators in Woodford County, who will be primary evaluators, have been and are trained in the state-approved certified evaluator training. Documentation of the state-approved evaluation training will be kept in the appropriate database in the Professional Development Coordinator's Office.

DOES NOT RECOMMEND FOR RE-EMPLOYMENT

Failure, either through unwillingness or inability, to make satisfactory progress as previously documented by the evaluator on Formative Report Forms, Individual Corrective Action Plan, memos, or other forms of documentation, does indicate overall unsatisfactory performance. When this is the case, the evaluator must so indicate in the appropriate place on the Summative Evaluation Form. When a "Does not recommend for re-employment" is made, this must be communicated to the evaluatee during the summative evaluation conference.

ADMINISTRATORS ANNUAL EVALUATIONS

Administrators who receive annual summative evaluations are: Central Office administrators, principals and assistant principals. These administrators must have a Professional Growth Plan and a summative evaluation each year, whether they are tenured or non-tenured.

The principal conducts the evaluation of counselors and assistant principals. The Superintendent or designee conducts principal evaluations.

The Superintendent is evaluated by the Board of Education. The Superintendent or designee conducts other central office administrator evaluations.

OPPORTUNITY FOR RESPONSE

Both parties in the Woodford County evaluation system shall have the opportunity to make written comments in spaces provided on Individual Corrective Action Plans and the Summative Evaluation form. Additional written responses may also be made and attached. Signatures on evaluation forms merely indicate that the evaluation process has been executed and do not necessarily indicate an agreement.

A copy of the evaluation shall be provided to the evaluatee.

OFFICIAL FORMS

All evaluations of certified staff in the Woodford County Schools will be recorded on official forms indicated in this plan, and all summative evaluation forms will be filed in the employee's personnel file at the Board Office.

System Components – System Overview and Summative Model

There are neither numbers nor percentages that dictate ratings on measures and overall performance category for an individual educator. Rather, 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 an educator. The role of evidence and professional judgment in the determination of ratings on domains and an overall rating is paramount in this process.

However, professional judgment is grounded in a common framework: The Kentucky Framework for Teaching. The overall performance ratings will be entered into an approved technology platform.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional best practice through the performance measures of Planning, Environment, Instruction, and Professionalism. The Framework also includes themes such as: equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides the structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework.

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The expected performance level is "Accomplished". [A good rule of thumb is that it is expected for a teacher to "live in Accomplished but occasionally visit Exemplary".] Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain. If mutually agreed upon by both the evaluator and evaluatee, evaluation can be based on specific components within a domain. All domains must be scored and rated.

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

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

- Professional Growth Planning
- Observation
- Reflection on Peer Observation

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

- Other Measures of Student Learning
- Products of Practice

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

(a) Professional Growth Planning

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

Reflective practices and professional growth planning are iterative processes. The teacher and other professionals will (1) reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborate with his or her administrator to develop a Professional Growth Plan and action steps; (3) implement the plan; (4) regularly reflect on the progress and impact of the plan on his or her professional practice; (5) modify the plan as appropriate; (6) continue implementation and ongoing reflection; (7) and, finally, conduct a summative reflection on the degree of goal attainment and the implications for next steps.

All certified teachers and those classified as other professionals will participate in Professional Growth Planning each year as required by the state. All teachers shall complete and submit the Professional Growth Plan to their building evaluator via an agreed upon method. The Professional Growth Plan can be completed as early as May 1 of the current year for continuing employees, but must be completed within the first 30 days of instruction. The advantage of including the PGP in the spring for the next school year is that professional development activities tied to growth objectives will be available for the certified employee during the summer before the next school year. The PGP must be aligned with school/district improvement plans and completed with employees new to a building (newly hired or transferred employees) and all other employees no later than within 30 working days (following first instructional day). For those hired after September 1, PGP and self reflection will be completed within 30 instructional days of hire. Each building will determine an appropriate platform for submission.

Professional Growth Plans should be completed by January 31

With each submission, the evaluator will either:

- (A) APPROVE the PGP as written;

- (B) Request revisions to the PGP and send it back with instructions via state approved technology platform;
- (C) Reject the PGP and request a conference with the teacher.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

Some Growth Objectives may be long-range or ongoing and may be continued with little or no revision during the evaluation cycle. When new growth objectives for a PGP are appropriate, they may be developed during the end-of-year conference for the succeeding school year.

(b) Observation

The observation process includes supervisor and peer observation for each certified teacher and other professional. A pre-observation conference is not required for a mini observation, but may be requested by either the principal or teacher 72 hours in advance. A pre-observation conference is required for a full observation, either face to face or via email. This conference will occur at least six hours prior to the observation. The evaluator observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to calculate a summative rating. Peer observation will only be used for formative feedback. NO summative ratings will be given by the peer observer. The purpose of peer observation is to provide formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. Peer observations will use Form W found in appendix. The underlying rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

The district will use the following model for supervisor observations:

Observation Model (3 & 1 model)

Four (4) observations in the summative cycle. A minimum of three (3) observations conducted by the evaluator and one observation conducted by the peer. Three (3) mini observations of a minimum of 20 minutes each will be conducted during the evaluation cycle. The third of the three minis is completed by the peer by January 31st of the summative year. Because these are shorter sessions, the evaluator will be aware of the Professional Growth Plan goals and will make note of the components observed related to professional goals, as well as other components, in order to identify points of emphasis in the next mini observation session. The final observation is a formal-full observation consisting of a full class or lesson observation completed by the evaluator. If mutually agreed upon by BOTH the evaluator and evaluatee, observation does not have to be comprehensive and include all components of the domain. The evaluator may conduct additional mini or full observations as he/she sees needed. Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

Observation Conferencing

Evaluatee and observers will adhere to the following observation conferencing protocols:

Evaluator and observee shall conduct a face-to-face post-observation conference within five working days of all mini and full observations. The post-observation conference form will be completed and kept on file by the evaluator.

Observation Schedule for Classroom Teachers and Other Professionals: Non-Tenured (one year cycle)

Minimum of four (4) scheduled observations followed by face-to-face conferences per school year. The peer observation will follow the two mini observations completed by the evaluator. The final of the four observations will be the evaluator full observation.

- First two mini observations scheduled before **WINTER BREAK**.
- The peer mini observation should be completed by **JANUARY 31**.
- The full administrator observation will occur no later than **APRIL 10**.

Observation Schedule for Classroom Teachers and Other Professionals: Tenured (3 year cycle)

Minimum of one (1) scheduled and completed observation per school year no later than **APRIL 10**. Year 1 and Year 2 will be mini observations by the evaluator. Year 3 will be a peer observation by January 31 followed by an evaluator full observation. During the third year of the evaluation cycle, the summative evaluation conference will take place during the 2nd semester of that year. All evaluation must be put into the District Approved Technology Platform. The summative evaluation is due to Central Office by the last working day of April.

If mutually agreed upon by BOTH the evaluator and evaluatee, observation does not have to be comprehensive and include all components of the domain.

Observation Schedule for Classroom Teachers and Other Professionals: LATE HIRES

Any employee hired after 60 instructional days, or any employee who misses 60 consecutive days, will have a minimum of three (3) scheduled observations followed by face-to-face conferences. The peer observation will follow the mini observation completed by the evaluator. The final of the three observations will be the evaluator full observation.

- First mini observation scheduled within **30 days of hire**.
- The peer mini observation should be completed **after the mini observation**.
- The full administrator observation will occur no later than **APRIL 10**.

Observation Certification

To ensure consistency of observations, evaluators must complete the district-approved certified evaluator Proficiency Observation. Given that high-stakes personnel decisions will be made using the data from the observations, the standard required is quite challenging. Observers must be accurate and consistent in applying the rubric and be able to demonstrate this at a high level.

The cycle for observation certification is detailed below and complies with 704 KAR 3:370.

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

Only evaluators who have passed the proficiency assessment can conduct formal observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

The Superintendent and/or the Chief Academic Officer (CAO) will provide individualized training for the supervisor on the KY Framework for Teaching and the designated district approved Observation Proficiency Scoring. In addition, the CAO and/or superintendent may schedule the supervisor for professional development offerings in the needed areas.

In cases where the supervisor is not certified through the state-approved proficiency system, and is therefore unable to conduct observations during the observation window, the Superintendent will use the following process to ensure teachers have access to observations and feedback:

District level personnel and/or evaluators from other schools in the district who have passed the proficiency certification system will conduct the observations and scoring with the supervisor participating passively. These observations and scoring will count as the teachers' official evaluation. Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.

Observation Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification, and will ensure:

- ongoing accuracy in scoring teaching practice,
- observers refresh their knowledge of the training and scoring practice
- an awareness of the potential risk for rater bias

The Chief Academic Officer shall ensure that all evaluators in years two (2) and three (3) after the District Approved Training, complete the observer calibration process prior to the first day of conducting observations. Re-certification will occur after year three (3).

Peer Observation

All teachers and other professionals shall receive a peer observation in their summative evaluation cycle by a peer observer who has successfully completed the state approved training. A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the Observee unless the Observee grants prior permission to do so. In such instances, only the portions permitted by the Observee may be shared, and only with whom the Observee has specified.

All teachers and other professionals will complete the state developed training for Peer Observers once every three years. The evaluator of each school shall select and assign each teacher in their summative year a trained peer observer from within the district.

At the conclusion of the peer observation, the evaluatee will submit a peer observation reflection sheet (Form W pg. 75) The reflection will be used as evidence for Domain 4 of the Danielson Framework.

(c) Products of Practice

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains.

Evidence provided in support of educator practice must include data from the following:

- observations conducted by certified supervisor observer(s)
- reflection of peer observation
- Professional Growth Plans

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

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records

- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or Self-Reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- stakeholder feedback

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

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

- Provide a summative rating for each measure based on evidence.
- ***Staff in Alternative Settings and Other Professionals with approval from the supervisor may have one component of the student growth goal or can be a programmatic goal based around their primary responsibilities.***

An educator's Overall Performance Category is determined using the following steps:

- Determine the individual measures ratings through the use of sources of evidence and professional judgment.
- Apply State Decisions Rules for determining an educator's Professional Practice rating.

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Two performance measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Professional Practice Rating shall be Exemplary
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	Professional Practice Rating shall be Accomplished
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	Professional Practice Rating shall be Accomplished
Performance measure planning OR professionalism are rated INEFFECTIVE	Professional Practice Rating shall NOT be Exemplary
Measures of environment or instruction are rated INEFFECTIVE	Professional Practice Rating shall be Ineffective or Developing
Measures of environment and instruction are rated INEFFECTIVE	Professional Practice Rating shall be Ineffective

PROFESSIONAL PORTFOLIO

At the discretion of the School Evaluator, a working portfolio may be required of all certified employees within the school. The working portfolio for teachers is a notebook that contains information that gives evidence of meeting professional responsibilities. It is reviewed annually by the evaluator.

APPEALS PROCESS

For appeals to the local evaluation appeals panel, certified personnel shall have the:

1. Right to a hearing as to every appeal; and
2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
3. Right to presence of evaluatee's chosen representative.

I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION

A. Summative

1. No more than ten (10) work days after receipt of the summative evaluation form, the certified employee must present a request on the appropriate form for a review of the evaluation to the Appeals Panel c/o the Superintendent. The request must:
 - a. Be attached to a copy of the summative evaluation form.
 - b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
2. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after receipt of the request for review. The panel may issue, to both appealee and evaluator, no more than two (2) work days after meeting to review the appeal, an invitation to meet with the panel (separately, not together). The purpose of this review will be to obtain additional information needed to prepare for a hearing.
 - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
 - b. This hearing is to take place no more than five (5) work days after receipt of the notification.
 - c. Both the appellant and the evaluator are notified of the right to be accompanied by a chosen representative.
 - d. After reviewing all documents and interviewing both evaluator and appellant, the local appeals panel will reach its decision by consensus.
 - e. The panel shall issue its written opinion to the Superintendent, within three (3) work days. A copy of the results of the hearing shall be placed in the appellant's official file, attached to the Summative evaluation in question.
 - f. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days.
3. The Superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured appealees.

4. (For tenured appellants only.) Under the law, tenured employees facing dismissal may appeal a Superintendent's decision to a tribunal created for this purpose. Note that tribunal members are not employed by the district which employs the appellant.
5. Opportunity to Appeal: Any certified staff member who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Department of Education shall have the opportunity to appeal his/her "evaluation" to the State Board of Education.

II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL

- A. Before September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeal Panels, if elected.
- B. Employees interested in serving, if elected, are to return their completed application to the Central Office within one week of receipt.
- C. By September 15, the Central Office will prepare and distribute to all certified employees a ballot listing alphabetically all applicants, along with their position title and work location.
- D. Completed ballots are to be returned to the Central Office by the next school day.
- E. Central Office personnel will tabulate ballots and the applicant receiving the greatest number of votes shall be elected for a two-year term. The applicant receiving the second greatest number of votes shall be designated as an alternate member in case one of the regular members cannot serve on the panel. The alternate member will serve a one year term.
- F. Annually, the names of the elected applicants shall be presented to the Board at its next meeting so that the Board may appoint them to serve on the panel.
- G. Every two years the superintendent will present to the Board, one certified member and one alternate from central office staff to serve a two year term on the panel.

Once elected and appointed to the Local Evaluation Appeals Panel, a certified employee shall not serve a subsequent term, which is successive.

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school evaluation folder which will hold the following:

- Professional Growth Plan(s)
- Post-Observation Conference Formative Report Forms, as required

- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Evaluation for Teachers/other Professionals/Administrators Form

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will cause to be placed in evaluatee's folders at the Central Office, the originals of the Summative Evaluation Form created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report.

Notes:

- (1) For areas of strength, enrichment, and/or improvement, specific Domains or Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
- (2) Prescription - Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
- (3) **No** item regarding poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**
- (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. Where they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.
- (5) Records retention of the school (evaluator's working) evaluation folder should be as follows:
 - (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure;
 - (b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees.

III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Evaluator and Assistant Evaluator in evaluatee's building, the Superintendent, Assistant Superintendents, and Program Coordinators.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

Professional Standards for Educational Leaders

Professional Standards for Educational Leaders – Principal and Assistant Principal Evaluation System

The vision for the personnel evaluation system is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions for Principals and Assistant Principals

1. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Directed Professional Growth Plan:** Professional Growth Plans developed under the direction of the primary evaluator for those evaluates needing additional guidance, assistance, support and oversight for professional growth.
3. **Evaluatee:** District/School personnel is being evaluated
4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
6. **Self-Directed Professional Growth Plan:** plans and goals are developed by the evaluatee and the primary evaluator
7. **Working Conditions Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.

For Additional Definitions and Roles, please see 704KAR 3:370

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders.

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards: Mission, vision and core values, ethics and professional norms, equity and cultural responsiveness, curriculum, instruction and assessment, community of care and support for students, professional capacity of school personnel, professional community for teachers and staff, meaningful engagement for family and community, operations management, and school improvement. In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. They, and the Standards that represent them, can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement.

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

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

Required Sources of Evidence

- Professional Growth Planning
- Site-Visits
- Working Condition Goals

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

- Other Measures of Student Learning
- Products of Practice (See page 34)

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

Professional Growth Planning– completed by principals & assistant principals

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

Required:

- All principals will participate in Professional Growth Planning each year.
- All assistant principals will participate in Self-Reflection and Professional Growth Planning each year.
- Principals/assistant principals will submit their PGP prior to the first instructional day of the school year, or within their first 30 days of employment.
- The progress of professional growth planning will be reviewed between the principal and evaluator during a mid-year review.
- An end-of-year review on the Professional Growth Plan shall be held between the principal and evaluator prior to or during the summative conference.
- The self-reflection and PGP using the district designated forms and/or electronic system

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals

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

Required:

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- The first visit will occur prior to Dec. 1
- The second visit will occur after Dec. 1 and prior to April 15
- Evidence to support The Professional Standards for Educational Leaders will be gathered during the site visit to assist the evaluator in assigning a rating.
- The conference will occur within 5 working days following the site visit.

- During the post visit conference progress on the PGP, evidence toward Principal Performance Standards, as well as monitoring SGG will be reviewed.
- The template, adapted from the form provided by the state, will be used during the conferences and mid-year review to guide and document the reflections and any modifications to the plan.
- The Principal and Superintendent will collaborate to choose two of The Professional Standards for Educational Leaders to focus on during each site visit, based upon the Principal Self-Reflection.

Products of Practice/Other Sources of Evidence

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

Sources of evidence that can be used to support educator practice include:

- 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
- School schedules
- Data Notebooks/Analysis of Data
- Documentation of recent events at the school

Required:

- Use decision rules to determine an overall rating.
- Record ratings in state approved technology platform.

Rating for professional practice shall be determined prior to or during end-of-year conference which will take place no later than June 30.

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each performance measure. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

PROFESSIONAL PRACTICE DECISION RULES

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four (4) of the measures and no measure is rated Developing or Ineffective	Professional Practice Rating Shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four (4) measure and no measure is rated Ineffective	Professional Practice Rating Shall be Accomplished
Principal or Assistant Principal is Rated Developing in at least five (5) measures	Professional Practice Rating Shall be Developing
Principal or Assistant Principal is Rated Ineffective in two (2) or more measures	Professional Practice Rating Shall be Ineffective

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal. All summative ratings must be recorded in the department approved technology platform.

APPEALS PROCESS

For appeals to the local evaluation appeals panel, certified personnel shall have the:

1. Right to a hearing as to every appeal; and
2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
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 - a. Be attached to a copy of the summative evaluation form.

- b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
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 - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
 - b. This hearing is to take place no more than five (5) work days after receipt of the notification.
 - c. Both the appellant and the evaluator are notified of the right to be accompanied by a chosen representative.
 - d. After reviewing all documents and interviewing both evaluator and appellant, the local appeals panel will reach its decision by consensus.
 - e. The panel shall issue its written opinion to the Superintendent, within three (3) work days. A copy of the results of the hearing shall be placed in the appellant's official file, attached to the Summative evaluation in question.
 - f. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days.
3. The superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured appealees.
4. (For tenured appellants only.) Under the law, tenured employees facing dismissal may appeal a Superintendent's decision to a tribunal created for this purpose. Note that tribunal members are not employed by the district which employs the appellant.
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- E. Central Office personnel will tabulate ballots and the applicant receiving the greatest number of votes shall be elected for a two-year term. The applicant receiving the second greatest number of votes shall be designated as an alternate member in case one of the regular members cannot serve on the panel. The alternate member will serve a one year term.
- F. Annually, the names of the elected applicants shall be presented to the Board at its next meeting so that the Board may appoint them to serve on the panel.
- G. Every two years the superintendent will present to the Board, one certified member and one alternate from central office staff to serve a two year term on the panel.

Once elected and appointed to the Local Evaluation Appeals Panel, a certified employee shall not serve a subsequent term, which is successive.

EVALUATION FOLDER

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- Professional Growth Plan(s)
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Evaluation for Teachers/Other Professionals/Administrators

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will cause to be placed in evaluatee's folders at the Central Office, the originals of the Summative Evaluation Form created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report.

Notes:

- (1) For areas of strength, enrichment, and/or improvement, specific Domains or Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
- (2) Prescription - Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
- (3) **No** item regarding poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**
- (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. Where they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee
- (5) Records retention of the school (evaluator's working) evaluation folder should be as follows:
 - (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure;
 - (b) Thereafter six years, which includes data from evaluation cycles for tenured certified employees.

III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Evaluator and Assistant Evaluator in evaluatee's building, the Superintendent, Assistant Superintendents, and Program Coordinators.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

APPENDICES

Kentucky's School Certified Personnel Code of Ethics	Appendix A
Woodford County Schools Evaluation Forms for Central Office Directors and Other Professionals	Appendix B

All Woodford County Schools job descriptions are available at Central Office.

PROFESSIONAL CODE OF ETHICS
FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL
16 KAR 1:020

Certified personnel in the Commonwealth:

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

STUDENTS

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

THE PARENTS

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

EDUCATION PROFESSION

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

WOODFORD COUNTY PUBLIC SCHOOLS EVALUATION PLAN FORMS Table of Contents

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Local Evaluation Appeals Form	Form B
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KY Framework for Personnel Evaluation Role Group, Measure and Performance Criteria	Form D
Summative Evaluation - KY Framework for Teaching Summative Form	Form E
Summative Evaluation - Principal/Assistant Principal	Form F
PSEL Summative Conference Form	Form G
Central Office Administrator Summative Conference Form	Form H
Library Media Specialist Summative Conference Form	Form I
Guidance Counselor/Mental Health Specialist/Social Worker Summative Conference Form	Form J
School Psychologist Summative Conference Form	Form K
Speech Pathologists/Occupational Therapist/Physical Therapist Summative Conference Form	Form L
Instructional Specialist Summative Conference Form	Form M
Summative Evaluation - Central Office Administrator	Form N
Summative Evaluation - Library Media Specialist	Form O
Summative Evaluation - Guidance Counselor/Mental Health Specialist/Social Worker	Form P
Summative Evaluation - School Psychologist	Form Q
Summative Evaluation - Speech Pathologist/Occupational Therapist/Physical Therapist	Form R
Summative Evaluation - Instructional Specialist	Form S
Woodford County Professional Growth Plan	Form T
Peer Observation Reflection Form	Form U
Woodford County Public Schools Signature Page	Form V

WOODFORD COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Name	
School Year	
Date	
Work Site	

Standard/ Performance Measure	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Evidence of Growth and Target Dates

Individual Corrective Action Plan Developed	Review Status: <input type="checkbox"/> Achieved <input type="checkbox"/> Not Achieved
X	X
Evaluatee's Signature Date	Evaluatee's Signature Date
X	X
Evaluator's Signature Date	Evaluator's Signature Date

Additional Dates Met To:	
Review/Discuss/Plan	

**WOODFORD COUNTY SCHOOLS
LOCAL EVALUATION APPEALS FORM**

Evaluation records may be presented to and reviewed by the Appeals Panel.

Reason for the appeal of Summative Evaluation: (Attach pages as needed)

Submit this form no more than ten (10) work days after receipt of the Summative Evaluation being appealed to the Certified Evaluation Appeals Panel % the Superintendent.

Signature of Appellant

Date Appeal is Filed

**WOODFORD COUNTY SCHOOLS APPLICATION
FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL**

EVALUATION PLAN

I, _____, am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

Signature

Date

School

Grade/Subject Area

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <i>The Kentucky Frameworks for Teaching- Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community
<u>District Certified Personnel</u> District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

WOODFORD COUNTY SCHOOLS SUMMATIVE EVALUATION FORM

Evaluatee's Name	Date
Work Site	

PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
1.A- Knowledge of Content and Pedagogy I D A E	2.A- Creating an Environment of Respect and Rapport I D A E	3.A- Communicating with Students I D A E	4.A- Reflects on Teaching I D A E
1.B- Knowledge of Students I D A E	2.B- Establishing a Culture of Learning I D A E	3.B- Questioning and Discussion Techniques I D A E	4.B- Maintaining Accurate Records I D A E
1.C- Setting Instructional Outcomes I D A E	2.C- Managing Classroom Procedures I D A E	3.C- Engaging Students in Learning I D A E	4.C- Communicating with Families I D A E
1.D- Demonstrates Knowledge of Resources I D A E	2.D- Managing Student Behavior I D A E	3.D- Using Assessment in Instruction I D A E	4.D- Participating in a Professional Learning Community I D A E
1.E- Designing Coherent Instruction I D A E	2.E- Organizing Physical Space I D A E	3.E- Demonstrating Flexibility and Responsiveness I D A E	4.E- Growing and Developing Professionally I D A E
1.F- Designing Student Assessment I D A E			4.F- Demonstrating Professionalism I D A E
<u>Planning Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Environment Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Instruction Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Professionalism Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE

<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	Overall Rating Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan
--	--

<input type="checkbox"/> I agree with the above evaluation <input type="checkbox"/> I disagree with the above evaluation for the following reasons	Minimum Criteria for Determining Educator's Professional Practice Rating												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">If Environment and Instruction are rated "I"</td> <td style="width: 50%; padding: 2px;">Professional Practice shall be "I"</td> </tr> <tr> <td style="padding: 2px;">If Environment or Instruction are rated "I"</td> <td style="padding: 2px;">Professional Practice shall be "D" or "I"</td> </tr> <tr> <td style="padding: 2px;">If Planning or Professionalism are rated "I"</td> <td style="padding: 2px;">Professional Practice shall NOT be "E"</td> </tr> <tr> <td style="padding: 2px;">If 2 measures are rated "D" and 2 are rated "A"</td> <td style="padding: 2px;">Professional Practice shall be "A"</td> </tr> <tr> <td style="padding: 2px;">If 2 measures are rated "D" and 2 are rated "E"</td> <td style="padding: 2px;">Professional Practice shall be "A"</td> </tr> <tr> <td style="padding: 2px;">If 2 measures are rated "A" and 2 are rated "E"</td> <td style="padding: 2px;">Professional Practice shall be "E"</td> </tr> </table>	If Environment and Instruction are rated "I"	Professional Practice shall be "I"	If Environment or Instruction are rated "I"	Professional Practice shall be "D" or "I"	If Planning or Professionalism are rated "I"	Professional Practice shall NOT be "E"	If 2 measures are rated "D" and 2 are rated "A"	Professional Practice shall be "A"	If 2 measures are rated "D" and 2 are rated "E"	Professional Practice shall be "A"	If 2 measures are rated "A" and 2 are rated "E"	Professional Practice shall be "E"
If Environment and Instruction are rated "I"	Professional Practice shall be "I"												
If Environment or Instruction are rated "I"	Professional Practice shall be "D" or "I"												
If Planning or Professionalism are rated "I"	Professional Practice shall NOT be "E"												
If 2 measures are rated "D" and 2 are rated "A"	Professional Practice shall be "A"												
If 2 measures are rated "D" and 2 are rated "E"	Professional Practice shall be "A"												
If 2 measures are rated "A" and 2 are rated "E"	Professional Practice shall be "E"												

Employment Recommendation to Central Office:		
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Does not recommend for re-employment	Evaluatee Signature: _____ Evaluator Signature: _____	Date: _____ Date: _____

WOODFORD COUNTY SCHOOLS PRINCIPAL SUMMATIVE EVALUATION FORM

Evaluatee's Name	Date
Work Site	

PLANNING Standards 1, 9 & 10	ENVIRONMENT Standards 3 & 7	INSTRUCTION Standards 4, 5, & 6	PROFESSIONALISM Standards 2 & 8
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Exemplary
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.
<input type="checkbox"/> Accomplished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Accomplished
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
<input type="checkbox"/> Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Developing
The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.
<input type="checkbox"/> Ineffective	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Ineffective
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.
Overall Rating			
<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	Rated "E" in 4 or more; no "D" or "I" = "E" Rated "A" in 4 or more and no "I" = "A" Rated "D" in 5 for more = "D" Rated "I" in 2 or more "I"	<input type="checkbox"/> I agree with the above evaluation <input type="checkbox"/> I disagree with the above evaluation for the following reasons Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan	
Evaluatee Comments:		Evaluator Comments:	
Employment Recommendation to Central Office:			
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Does not recommend for re-employment	Evaluatee Signature:	Date:	
	Evaluator Signature:	Date:	

**WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR PRINCIPALS AND ASSISTANT PRINCIPALS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATON**

(Evaluator and evaluatee discuss and complete prior to developing the Professional Growth Plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc. One overall score per measure.)

Evaluatee/Observee _____

Content Area/Grades _____

Evaluator/Observer _____

Position _____

Date of Conference (analysis) _____

School/Department _____

Standards Performance Criteria				
1: Mission, Vision, and Core Values Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.	I	D	A	E
a. Develops an educational mission for the school to promote the academic success and well-being of each student.	I	D	A	E
b. In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	I	D	A	E
c. Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.	I	D	A	E
d. Strategically develops, implements and evaluates actions to achieve the vision for the school.	I	D	A	E
e. Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school and changing needs and situations of students.	I	D	A	E
f. Develops shared understanding of commitment to mission, vision and core values within the school and the community.	I	D	A	E
1: Mission, Vision, and Core Values Notes/Evidence:				
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
a. Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	I	D	A	E
b. Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.	I	D	A	E

c. Places children at the center of education and accepts responsibility for each student's academic success and well-being.	I	D	A	E
d. Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	I	D	A	E
e. Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	I	D	A	E
f. Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	I	D	A	E
2: Ethics and Professional Norms Notes/Evidence:				
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
a. Ensures that each student is treated fairly, respectfully and with an understanding of each student's culture and context.	I	D	A	E
b. Recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	I	D	A	E
c. Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support and other resources necessary for success.	I	D	A	E
d. Develops student policies and addresses student misconduct in a positive, fair and unbiased manner.	I	D	A	E
e. Confronts and alters 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.	I	D	A	E
f. Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	I	D	A	E
g. Acts with cultural competence and responsiveness in their interactions, decision-making and practice.	I	D	A	E
h. Addresses matters of equity and cultural responsiveness in all aspects of leadership.	I	D	A	E
3: Equity and Cultural Responsiveness Notes/Evidence:				
4: Curriculum, Instruction and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E
a. Implements coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.	I	D	A	E

b. Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.	I	D	A	E
c. Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	I	D	A	E
d. Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	I	D	A	E
e. Promotes the effective use of technology in the service of teaching and learning.	I	D	A	E
f. Employs valid assessments that are consistent with knowledge of child learning and development, and technical standards of measurement.	I	D	A	E
g. Uses assessment data appropriately and within technical limitations to monitor student progress and improve instructions.	I	D	A	E
4: Curriculum, Instruction and Assessment Notes/Evidence:				
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.				
a. Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	I	D	A	E
b. Creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.	I	D	A	E
c. Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	I	D	A	E
d. Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	I	D	A	E
e. Cultivates and reinforces student engagement in school and positive student conduct.	I	D	A	E
f. Infuses the school's learning environment with the cultures and languages of the school's community.	I	D	A	E
5: Community of Care and Support for Students Notes/Evidence:				
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.				
a. Recruits, hires, supports, develops and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.	I	D	A	E

b. Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	I	D	A	E
c. Develops teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	I	D	A	E
d. Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	I	D	A	E
e. Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	I	D	A	E
f. Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	I	D	A	E
g. Develops the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.	I	D	A	E
h. Promotes the personal and professional health, well-being and work-life balance of faculty and staff.	I	D	A	E
i. Tends to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.	I	D	A	E
6: Professional Capacity of School Personnel Notes/Evidence:				
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
a. Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.	I	D	A	E
b. Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.	I	D	A	E
c. Establishes and sustains a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practices; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement.	I	D	A	E
d. Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	I	D	A	E
e. Develops and supports open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.	I	D	A	E
f. Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	I	D	A	E
g. Provides opportunities for collaborative examination of practice, collegial feedback and	I	D	A	E

collective learning.				
h. Encourages faculty-initiated improvement of programs and practices.	I	D	A	E
7: Professional Community for Teachers and Staff Notes/Evidence:				
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
a. Is approachable, accessible and welcoming to families and members of the community.	I	D	A	E
b. Creates and sustains positive, collaborative and productive relationships with families and the community for the benefit of students.	I	D	A	E
c. Engages in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.	I	D	A	E
d. Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.	I	D	A	E
e. Creates means for the school community to partner with families to support student learning in and out of school.	I	D	A	E
f. Understands, values and employs the community's cultural, social, intellectual and political resources to promote student learning and school improvement.	I	D	A	E
g. Develops and provides the school as a resource for families and the community.	I	D	A	E
h. Advocates for the school and district, for the importance of education and student needs, and priorities to families and the community.	I	D	A	E
i. Advocates publicly for the needs and priorities of students, families and the community.	I	D	A	E
j. Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	I	D	A	E
8: Meaningful Engagement of Families and Community Notes/Evidence:				
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
a. Institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.	I	D	A	E
b. Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	I	D	A	E
c. Seeks, acquires and manages fiscal, physical and other resources to support curriculum,	I	D	A	E

instruction and assessment; student learning community; professional capacity and community; and family and community engagement.				
d. Is a responsible, ethical and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	I	D	A	E
e. Protects teachers' and other staff members' work and learning from disruption.	I	D	A	E
f. Employs technology to improve the quality and efficiency of operations and management.	I	D	A	E
g. Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.	I	D	A	E
h. Knows, complies with and helps the school community understand local, state and federal laws, rights, policies and regulations to promote student success.	I	D	A	E
i. Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	I	D	A	E
j. Develops and manages productive relationships with the central office and the school board.	I	D	A	E
k. Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	I	D	A	E
l. Manages governance processes and internal and external politics toward achieving the school's mission and vision.	I	D	A	E
9: Operations and Management Notes/Evidence:				
10: School Improvement Effective education leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E
a. Seeks to make school more effective for each student, teachers and staff, families, and the community.	I	D	A	E
b. Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.	I	D	A	E
c. Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills and motivation to succeed in improvement.	I	D	A	E
d. Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.	I	D	A	E
e. Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	I	D	A	E
f. Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.	I	D	A	E
g. Develops technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning,	I	D	A	E

implementation, monitoring, feedback and evaluation.				
h. Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs and services.	I	D	A	E
i. Manages uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement, and openly communicating	I	D	A	E
j. Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	I	D	A	E
10: School Improvement Notes/Evidence:				

<u>Planning Measure</u> Standards 1, 9 & 10 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Environment Measure</u> Standards 3 & 7 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Instruction Measure</u> Standards 4, 5 & 6 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Professionalism Measure</u> Standards 2 & 8 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
Overall Rating <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan Rated "E" in 4 or more; no "D" or "I" = "E"			

<input type="checkbox"/> I agree with evaluation <input type="checkbox"/> I disagree with evaluation <input type="checkbox"/> Corrective Action Plan	Evaluatee Comments: Evaluatee Signature:	Date:
	Evaluator Comments: Evaluator Signature:	Date

**WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR CENTRAL OFFICE ADMINISTRATORS
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATON**

(Evaluator and evaluatee discuss and complete prior to developing the Professional Growth Plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc. One overall score per measure.)

Evaluatee/Observee _____

Content Area/Grades _____

Evaluator/Observer _____

Position _____

Date of Conference (analysis) _____

School/Department _____

Standards Performance Criteria				
Performance Measure: Instruction Standard 1: Instructional Leadership	I	D	A	E
1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.	I	D	A	E
1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.	I	D	A	E
1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.	I	D	A	E
1.4 Demonstrates knowledge of research-based instructional best practices	I	D	A	E
1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.	I	D	A	E
1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.	I	D	A	E
1.7. Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*	I	D	A	E
1.8. Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.	I	D	A	E
1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.	I	D	A	E
1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth	I	D	A	E
1.11. Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.	I	D	A	E

1.12. Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).	I	D	A	E
1.13. Evaluates the impact professional learning has on the staff/school improvement and student academic progress.	I	D	A	E
Performance Measure: Instruction Standard 1: Instructional Leadership Notes/Evidence:				
Performance Measure: Environment Standard 2: School Climate				
2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.	I	D	A	E
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.	I	D	A	E
2.3. Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.	I	D	A	E
2.4. Promotes a culture of collaboration, trust and shared leadership.	I	D	A	E
2.5. Supports the staff through continuous improvement efforts	I	D	A	E
2.6. Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.	I	D	A	E
2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.	I	D	A	E
2.8. Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.	I	D	A	E
2.9. In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.	I	D	A	E
2.10. Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.	I	D	A	E
2.11. Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.	I	D	A	E
Performance Measure: Environment Standard 2: School Climate Notes/Evidence:				
Performance Measure: Planning Standard 3: Human Resource Management				
3.1. Actively participates in an effective and efficient selection process in consultation with the school council	I	D	A	E

3.2. Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.	I	D	A	E
3.3. Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.	I	D	A	E
3.4. Provides a mentoring process for all new and targeted instructional personnel.	I	D	A	E
3.5. Manages the supervision and evaluation of staff in accordance with local and state requirements.	I	D	A	E
3.6. Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.	I	D	A	E
3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.	I	D	A	E
3.8. Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.	I	D	A	E
3.9. Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.	I	D	A	E
3.10. Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.	I	D	A	E
Performance Measure: Planning Standard 3: Human Resource Management Notes/Evidence:				
Performance Measure: Planning Standard 4: Organizational Management				
4.1. Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedure.	I	D	A	E
4.2. Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds	I	D	A	E
4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process	I	D	A	E
4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.	I	D	A	E
4.5 Reviews fiscal records regularly to ensure accountability for all funds.	I	D	A	E
4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.	I	D	A	E
4.7 Follows state and local policies with regard to finances, school accountability, and reporting	I	D	A	E

4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace	I	D	A	E
Performance Measure: Planning Standard 4: Organizational Management Notes/Evidence:				
Performance Measure: Environment Standard 5: Communication and Community Relations	I	D	A	E
5.1. Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.	I	D	A	E
5.2. Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.	I	D	A	E
5.3. Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.	I	D	A	E
5.4. Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.	I	D	A	E
5.5. Maintains visibility and accessibility to students, parents, staff, and other stakeholders.	I	D	A	E
5.6. Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.	I	D	A	E
5.7. Provides a variety of opportunities for parent and family involvement in school activities.	I	D	A	E
5.8. Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.	I	D	A	E
5.9. Advocates for students and acts to influence local, district, and state decisions affecting student learning	I	D	A	E
5.10. Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.	I	D	A	E
Performance Measure: Environment Standard 5: Communication and Community Relations Notes/Evidence:				
Performance Measure: Professionalism Standard 6: Professionalism	I	D	A	E
6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.	I	D	A	E
6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.	I	D	A	E
6.3 Maintains a professional appearance and demeanor.	I	D	A	E
6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.	I	D	A	E

6.5 Maintains confidentiality.	I	D	A	E
6.6 Maintains a positive, optimistic, and straight- forward attitude.	I	D	A	E
6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.	I	D	A	E
6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.	I	D	A	E
6.9 Assumes responsibility for personal professional growth through accurate self- reflection on professional practice, and engages in continuous learning.	I	D	A	E
6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.	I	D	A	E
6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.	I	D	A	E
Performance Measure: Professionalism Standard 6: Professionalism Notes/Evidence:				

<u>Planning Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Environment Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Instruction Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Professionalism Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
Overall Rating <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE			
Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan Rated "E" in 4 or more; no "D" or "I" = "E"			

Employment Recommendation to Central Office:		
<input type="checkbox"/> I agree with evaluation <input type="checkbox"/> I disagree with evaluation <input type="checkbox"/> Corrective Action Plan	Evaluatee Comments: Evaluatee Signature:	Date:
	Evaluator Comments: Evaluator Signature:	Date

**WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR LIBRARIANS & MEDIA SPECIALIST
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATON**

(Evaluator and evaluatee discuss and complete prior to developing the Professional Growth Plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc. One overall score per measure.)

Evaluatee/Observee _____

Content Area/Grades _____

Evaluator/Observer _____

Position _____

Date of Conference (analysis) _____

School/Department _____

Domain 1: Planning & Preparation	Rating				Domain 2: The Library Environment	Rating			
1A - Demonstrating Knowledge of Content, Curriculum and Process	I	D	A	E	2A - Creating an Environment of Respect and Rapport	I	D	A	E
1B - Demonstrating Knowledge of Students	I	D	A	E	2B - Establishing a Culture for Learning	I	D	A	E
1C - Supporting Instructional Goals	I	D	A	E	2C - Managing Library Procedures	I	D	A	E
1D - Demonstrating a Knowledge and Use of Resources	I	D	A	E	2D - Managing Student Behavior	I	D	A	E
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	2E - Organizing Physical Space	I	D	A	E
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E					
Domain 3: Instruction/Delivery of Service	Rating				Domain 4: Professional Responsibilities	Rating			
3A - Communicating Clearly and Accurately	I	D	A	E	4A - Reflecting on Practice	I	D	A	E
3B - Using Questioning and Research Techniques	I	D	A	E	4B - Maintaining Accurate Records	I	D	A	E
3C - Engaging Students in Learning	I	D	A	E	4C - Communicating with School Staff and Community	I	D	A	E
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	4D - Participating in a Professional Community	I	D	A	E
3E - Demonstrating Flexibility and Responsiveness	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

<p><u>Planning Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p><u>Environment Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p><u>Instruction Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p><u>Professionalism Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
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<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p>Overall Rating</p> <p>Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan</p>
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Comments/Notes

Employment Recommendation to Central Office:		
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Corrective Action Plan <input type="checkbox"/> Does not recommend for re-employment	Evaluatee Signature:	Date:
	Evaluator Signature:	Date:

*Signature of employee denotes sharing of results, not necessarily agreement with the ratings

WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM FOR
SCHOOL GUIDANCE COUNSELOR/MENTAL HEALTH SPECIALIST/SOCIAL WORKER
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATON

(Evaluator and evaluatee discuss and complete prior to developing the Professional Growth Plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc. One overall score per measure.)

Evaluatee/Observee _____

Content Area/Grades _____

Evaluator/Observer _____

Position _____

Date of Conference (analysis) _____

School/Department _____

Domain 1: Planning & Preparation	Rating				Domain 2: The Enviornment	Rating			
1A - Demonstrating Knowledge of Counseling Theory and Techniques	I	D	A	E	2A - Creating an Environment of Respect and Rapport	I	D	A	E
1B - Demonstrating Knowledge of Child and Adolescent Development	I	D	A	E	2B - Establishing a Culture for Productive Communication	I	D	A	E
1C - Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	I	D	A	E	2C - Managing Routines and Procedures	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	2D - Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	I	D	A	E
1E - Planning the Counseling Program Integrated with the Regular School Program	I	D	A	E	2E - Organizing Physical Space	I	D	A	E
1F - Developing a Plan to Evaluate the Counseling Program	I	D	A	E					
Domain 3: Delivery of Service	Rating				Domain 4: Professional Responsibilities	Rating			
3A - Assessing Student Needs	I	D	A	E	4A - Reflecting on Practice	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	4B - Maintaining Records and Submitting them in a Timely Fashion	I	D	A	E
3C - Using Counseling Techniques in Individual and Classroom Programs	I	D	A	E	4C - Communicating with Families	I	D	A	E

3D - Brokering Resources to Meet Needs	I	D	A	E	4D - Participating in a Professional Community	I	D	A	E
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	4E - Engaging in Professional Development	I	D	A	E
					4F - Showing Professionalism	I	D	A	E

<u>Planning Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Environment Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Instruction Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Professionalism Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
Overall Rating <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE			
Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan			

Comments/Notes		
Employment Recommendation to Central Office:		
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Corrective Action Plan <input type="checkbox"/> Does not recommend for re-employment	Evaluatee Signature:	Date:
	Evaluator Signature:	Date:
*Signature of employee denotes sharing of results, not necessarily agreement with the ratings		

**WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR SCHOOL PSYCHOLOGIST
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATON**

(Evaluator and evaluatee discuss and complete prior to developing the Professional Growth Plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc. One overall score per measure.)

Evaluatee/Observee _____

Content Area/Grades _____

Evaluator/Observer _____

Position _____

Date of Conference (analysis) _____

School/Department _____

Domain 1: Planning & Preparation	Rating				Domain 2: The Environment	Rating			
1A - Demonstrating Knowledge of Skill in Using Psychological Instruments to Evaluate Students	I	D	A	E	2A - Creating an Environment of Respect and Rapport	I	D	A	E
1B - Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	I	D	A	E	2B - Establishing a Culture for Positive Mental Health Throughout the School	I	D	A	E
1C - Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served	I	D	A	E	2C - Establishing and Maintaining Clear Procedures for Referrals	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	2D - Establishing Standards of Conduct in the Testing Center	I	D	A	E
1E - Planning the Psychology Program Integrated with the Regular School Program to Meet the Needs of Individual Students, Including Prevention	I	D	A	E	2E - Organizing Physical Space for Testing the Students and Storage of Materials	I	D	A	E
1F - Developing a Plan to Evaluate the Psychology Program	I	D	A	E					
Domain 3: Delivery of Service									
	Rating				Domain 4: Professional Responsibilities	Rating			
3A - Responding to Referrals, Consulting with Teachers and Administrators	I	D	A	E	4A - Reflecting on Practice	I	D	A	E
3B - Evaluating Student Needs and Compliance with National Association of School Psychology (NASP) Guidelines	I	D	A	E	4B - Communicating with Families	I	D	A	E

3C - Chairing Evaluation Team	I	D	A	E	4C - Maintaining Accurate Records	I	D	A	E
3D - Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E	4D - Participating in a Professional Community	I	D	A	E
3E - Maintaining Contact with Physicians and Community Mental Health Service Providers	I	D	A	E	4E - Engaging in Professional Development	I	D	A	E
3F - Demonstrating Flexibility and Responsiveness	I	D	A	E	4F - Showing Professionalism	I	D	A	E

<u>Planning Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Environment Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Instruction Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Professionalism Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
Overall Rating <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE			
Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan			

Comments/Notes		
Employment Recommendation to Central Office:		
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Corrective Action Plan <input type="checkbox"/> Does not recommend for re-employment	Evaluatee Signature: Evaluator Signature:	Date: Date
*Signature of employee denotes sharing of results, not necessarily agreement with the ratings		

WOODFORD COUNTY SCHOOLS
SUMMATIVE CONFERENCE FORM
FOR **SPEECH PATHOLOGIST / OCCUPATIONAL THERAPIST / PHYSICAL THERAPIST**
ANALYSIS OF PERFORMANCE AND BASIS FOR INDIVIDUAL
PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the Professional Growth Plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes. This could include observations, professional development activities, evaluation folder entries, products, units of study, etc. One overall score per measure.)

Evaluatee/Observee _____

Content Area/Grades _____

Evaluator/Observer _____

Position _____

Date of Conference (analysis) _____

School/Department _____

Domain 1: Planning & Preparation	Rating				Domain 2: The Environment	Rating			
1A - Demonstrating Knowledge of Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	I	D	A	E	2A - Establishing Rapport with Students	I	D	A	E
1B - Establishing Goals for the Therapy Program Appropriate to the Setting and Student Served	I	D	A	E	2B - Organizing Time Effectively	I	D	A	E
1C - Demonstrating Knowledge of District, State and Federal Regulations and Guidelines	I	D	A	E	2C - Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E
1D - Demonstrating a Knowledge of Resources Both Within and Beyond the School and District	I	D	A	E	2D - Establishing Standards of Conduct in the Treatment Center	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	2E - Organizing Physical Space for Testing the Students and Storage of Materials	I	D	A	E
1F - Developing a Plan to Evaluate the Therapy Program	I	D	A	E					
Domain 3: Delivery of Service	Rating				Domain 4: Professional Responsibilities	Rating			
3A - Responding to Referrals and Evaluating Student Needs	I	D	A	E	4A - Reflecting on Practice	I	D	A	E
3B - Developing and Implementing Treatment Plans to Maximize Student Success	I	D	A	E	4B - Collaborating with Teachers and Administrators	I	D	A	E
3C - Communicating with Families	I	D	A	E	4C - Maintaining an Effective Data Management System	I	D	A	E

3D - Collecting Information, Writing Reports	I	D	A	E	4D - Participating in a Professional Community	I	D	A	E
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	4E - Engaging in Professional Development	I	D	A	E
					4F - Showing Professionalism Including Integrity, Advocacy and Maintaing Confidentiality	I	D	A	E

<u>Planning Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Environment Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Instruction Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<u>Professionalism Measure</u> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
Overall Rating <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan			

Comments/Notes		
Employment Recommendation to Central Office:		
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Corrective Action Plan <input type="checkbox"/> Does not recommend for re-employment	Evaluatee Signature:	Date:
	Evaluator Signature:	Date:
*Signature of employee denotes sharing of results, not necessarily agreement with the ratings		

					Other Instructional Specialists				
3D - Locating Resources for Teachers to Support Instructional Improvement	I	D	A	E	4D - Participating in a Professional Community	I	D	A	E
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	4E - Engaging in Professional Development	I	D	A	E
					4F - Showing Professionalism Including Integrity and Confidentiality	I	D	A	E

<p><u>Planning Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p><u>Environment Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p><u>Instruction Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p><u>Professionalism Measure</u></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
<p>Overall Rating</p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE			
<p>Any Domain Rating of "Ineffective" requires the development of an individual Corrective Action Plan</p>			

<p>Comments/Notes</p>					
<p>Employment Recommendation to Central Office:</p>					
<input type="checkbox"/> Recommended for re-employment <input type="checkbox"/> Corrective Action Plan <input type="checkbox"/> Does not recommend for re-employment	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Evaluatee Signature:</td> <td style="width: 30%;">Date:</td> </tr> <tr> <td>Evaluator Signature:</td> <td>Date</td> </tr> </table>	Evaluatee Signature:	Date:	Evaluator Signature:	Date
Evaluatee Signature:	Date:				
Evaluator Signature:	Date				
<p>*Signature of employee denotes sharing of results, not necessarily agreement with the ratings</p>					

- Tenured
- Non-Tenured

**WOODFORD COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR CENTRAL OFFICE ADMINISTRATORS**

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

Evaluatee/Observee _____ Content Area/Grades _____
 Evaluator/Observer _____ Position _____
 Date _____ School/Department _____

Domain	Overall Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

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

Evaluatee's comments:

Evaluator's comments:

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

Evaluatee: <input type="checkbox"/> Agree with this summative evaluation <input type="checkbox"/> Disagree with this summative evaluation		
	Evaluatee's Signature	Date

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:

Evaluator: <input type="checkbox"/> Recommends for re-employment <input type="checkbox"/> Does not recommend for re-employment		
	Evaluator's Signature	Date

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

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

- Tenured
- Non-Tenured

**WOODFORD COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR LIBRARIANS & MEDIA SPECIALISTS**

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

Evaluatee/Observee _____ Content Area/Grades _____
 Evaluator/Observer _____ Position _____
 Date _____ School/Department _____

Domain	Overall Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning and Preparation	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Delivery of Service	Ineffective	Developing	Accomplished	Exemplary
Professional Responsibilities	Ineffective	Developing	Accomplished	Exemplary

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

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

Evaluatee's comments:

Evaluator's comments:

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

Evaluatee:

- Agree with this summative evaluation
- Disagree with this summative evaluation

Evaluatee's Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:

Evaluator:

- Recommends for re-employment
- Does not recommend for re-employment

Evaluator's Signature _____ Date _____

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

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

- Tenured
 Non-Tenured

**WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SCHOOL GUIDANCE
 COUNSELOR/MENTAL HEALTH SPECIALIST/SOCIAL WORKER**

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

Evaluatee/Observee _____ Content Area/Grades _____
 Evaluator/Observer _____ Position _____
 Date _____ School/Department _____

Domain	Overall Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning and Preparation	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Delivery of Service	Ineffective	Developing	Accomplished	Exemplary
Professional Responsibilities	Ineffective	Developing	Accomplished	Exemplary

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard 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

Evaluatee's Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:

Evaluator:

- Recommends for re-employment
 Does not recommend for re-employment

Evaluator's Signature _____ Date _____

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

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

- Tenured
 Non-Tenured

**WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS**

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

Evaluatee/Observee _____
 Evaluator/Observer _____
 Date _____

Content Area/Grades _____
 Position _____
 School/Department _____

Domain	Overall Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning and Preparation	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Delivery of Service	Ineffective	Developing	Accomplished	Exemplary
Professional Responsibilities	Ineffective	Developing	Accomplished	Exemplary

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____

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's Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:

Evaluator:

- Recommends for re-employment
 Does not recommend for re-employment

Evaluator's Signature _____ Date _____

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

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

- Tenured
- Non-Tenured

**WOODFORD COUNTY SCHOOLS
SUMMATIVE EVALUATION FOR SPEECH PATHOLOGIST/OCCUPATIONAL
THERAPIST/PHYSICAL THERAPIST**

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

Evaluatee/Observee _____ Content Area/Grades _____
 Evaluator/Observer _____ Position _____
 Date _____ School/Department _____

Domain	Overall Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning and Preparation	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Delivery of Service	Ineffective	Developing	Accomplished	Exemplary
Professional Responsibilities	Ineffective	Developing	Accomplished	Exemplary

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___ 11. ___ 12. ___

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's Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:

Evaluator:

- Recommends for re-employment
- Does not recommend for re-employment

Evaluator's Signature

Date

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

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

- Tenured
 Non-Tenured

**WOODFORD COUNTY SCHOOLS
 SUMMATIVE EVALUATION FOR INSTRUCTIONAL SPECIALIST**

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

Evaluatee/Observee _____ Content Area/Grades _____
 Evaluator/Observer _____ Position _____
 Date _____ School/Department _____

Domain	Overall Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning and Preparation	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Delivery of Service	Ineffective	Developing	Accomplished	Exemplary
Professional Responsibilities	Ineffective	Developing	Accomplished	Exemplary

Individual Professional Growth Plan reflects a desire/need to acquire further knowledge/skills in the standard 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

Evaluatee's Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Woodford County Public Schools evaluation plan.

Employment Recommendation to Central Office:

Evaluator:

- Recommends for re-employment
 Does not recommend for re-employment

Evaluator's Signature _____ Date _____

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

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

WCPS Professional Growth Planning

(For those without access to Professional Growth Plan in Frontline)

Evaluatee _____ Date _____ Position _____

Standard/Domain Addressed:	Performance Criteria: <input type="checkbox"/> Awareness <input type="checkbox"/> Preparation <input type="checkbox"/> Implementation <input type="checkbox"/> Refinement
-----------------------------------	--

Professional Growth Goal: What do I want to change about my instruction that will effectively impact student learning?	
Procedures &/or Activities for Achieving Objective:	
Support and Resources: What is my personal learning necessary to make that change?	
Performance Criteria: What are the measures of success?	
Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Evidence of Growth:
Evaluatee's Reflection:

Ongoing Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:
	<input type="checkbox"/> Not Started <input type="checkbox"/> On Target <input type="checkbox"/> Achieved

Summative Reflection- Level of Attainment for Professional Growth Goal

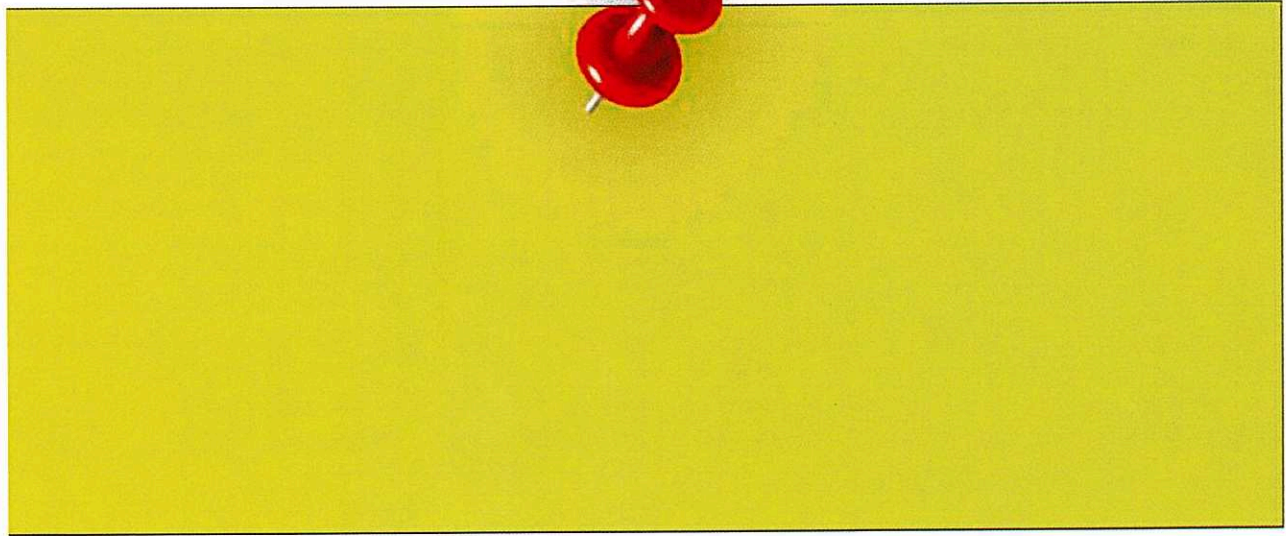
Date:	End of Year Reflection:
	Plan was: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued

Teacher Signature:	Date:
Administrator Signature:	Date:



Peer Observation Reflection Form

"Learners need endless feedback more than they need endless teaching" –Grant Wiggins



Signature Page

My signature below indicates that:

- I have been given access to an electronic copy and have been notified that I may request a hard copy of the **Evaluation Plan for Certified Personnel 2023-2024**
- The evaluation process has been explained to me and I understand the components of the process.

Printed Name:	Work Site/Building:
Certified Employee Signature:	Date: