Marion County Public Schools

Certified Evaluation Plan (CEP)

June 2025

Chris Brady, Superintendent

Board of Education
Carrie Truitt, Chairperson
Peggy Downs, Vice Chairperson
Joey Lee
Debbie Spalding
Terry Mills

CEP Committee, Administrators	CEP Committee, Certified Teachers
Angie Akers	Patrick Campbell
Amanda Farmer	Tracy Cochran
David Gibson	Patrick Gribbins
Jennifer Russell	Carrie Thompson

For additional information about the MCPS Certified Evaluation Plan, please contact:

Dr. David Gibson, Chief Academic Officer
Angie Akers, Director of Pupil Personnel
755 E. Main Street
Lebanon, KY 40033
270-692-3721

Table of Contents

Certified Teacher/Other Professional Personnel Evaluation

The vision for the Certified Evaluation Plan (CEP) is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. The evaluation plan does not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

Roles and Definitions

- **Administrator:** 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.
- **Alternative Setting Teachers:** A certified teacher that is working with students in a non-traditional setting (i.e. alternative school teacher, in-school suspension teacher, behavior setting teachers, and any other teacher assigned to this category by the superintendent or designee).
- **Appeals:** A process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administration certification is required by EPSB.
- **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.
- **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position for which certification is required by EPSB.
- **Conference:** A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans.
- **Corrective Action Plan:** A plan developed by the evaluator as a result of an unsuccessful standard rating in a summative and/or when specific assistance and activities are identified to help improve current practices. The duration of the plan may be up to 12 months.
- **Directed Professional Growth Plan:** Guidance, assistance, support and oversight provided by the primary evaluator for a certified employee in an effort to prevent/avoid the need for a Corrective Action Plan.
- **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
- **Evaluatee:** District/School personnel who is being evaluated.
- **Evaluation:** The process of assessing or determining the effectiveness of the performance of the certified employee in a given teacher and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans and student growth.

- **Evaluation Committee:** A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Orientation:** A group or individual session in which the evaluator provides evaluatees with evaluation criteria and processes of the evaluation system within the first 30 calendar days of reporting.
- **Evaluation Plan:** A plan which includes evaluation forms and procedures. The procedures shall provide for all components of the Professional Growth and Effectiveness System including observations, professional growth planning, student growth goals, and student voice. Both the plan and procedures must be approved by the local Board of Education.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
- **Framework for Teaching:** Research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Full Observation:** An observation conducted by an employee's supervisor that includes an entire class period or lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.
- **Impact KY Working Conditions Survey:** A working conditions survey of all school staff conducted to provide feedback on specific aspects of the school's work environment.
- **Initial Self-Reflection (ISR):** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Job Category:** A group or class of certified school personnel positions with closely related functions.
- **Monitoring:** To supervise; to check systemically or scrutinize for the purpose of collecting specified categories of data. (For example, principals monitor lesson plans, units of study, interactions with students, parents and each other).
- **Non-Tenured Teacher:** A teacher who is currently in year 1, 2, 3 or 4 of teaching in the district. (1-year evaluation cycle).
- **Observation:** A data collection process conducted by a certified observer, in person or, if mutually agreed upon, 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 for a duration of at least 20 minutes.
- **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 purpose of evaluation and feedback.
- **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purpose of evaluation and providing feedback.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals or principals.
- **Performance Criteria:** The areas, skills or outcomes on which certified school personnel are evaluated.
- **Performance Rating:** The summative description of a teacher, other professional, principal or assistant principal evaluatee's performance.

- **Post-Conference:** A meeting between the evaluator/evaluatee or observer/observee to provide feedback after an observation. The evaluator and the certified employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. To be held within five (5) working days of the observation.
- **Pre-Conference:** A meeting between the evaluator/evaluatee or observer/observee to discuss and plan the mini and formal observation(s). This may be done face-to-face or electronically within one (1) working day of the scheduled observations.
- **Primary Evaluator:** The evaluator who is the employee's immediate supervisor.
- **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.
- **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
- **Professional Growth Goal (PGP):** Measurable goal written by certified employees or evaluators using established guiding questions and meets the established criteria checklist.
- **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, 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.
  e. The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- **Professional Practice Rating:** The rating that is calculated for a teacher or other professional that is calculated by their supervisor/designee.
- **Professional Learning Community (PLC):** A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- **Self-Directed Professional Growth Plan:** Developed collaboratively by the evaluatee and the primary evaluator resembling the traditional professional growth plan process.
- **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Conference:** A meeting between the evaluator and the certified employee for the purpose of summarizing conclusions from all data during formative data collections. This conference is documented as a written evaluation report on the Summative Conference Form.
- **Summative Evaluation:** The summary and analysis of all data, including but not limited to observations, student voice survey data, student growth goal data, self-reflection, and evidence collected by the teacher. The summative evaluation occurs at the end of the evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. Is defined by KRS 156.557(1)(d).

- **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.
- **Tenured Teacher:** A teacher who has attained continuing service status according to KRS 161.740. (5 - year evaluation cycle).

For additional definitions and roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System.

Evaluation Orientation

An evaluation orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. **All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment.**

This annual review shall be an explanation of the contents of the Certified Evaluation Plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria and the PSEL (Professional Standards for Educational Leaders) for principals and assistant principals.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisors and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching	Specialist Frameworks for Other Professionals
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Delivery of Service
Professional Responsibilities	Professional Responsibilities

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

The 2022 update of the Charlotte Danielson Framework for Teaching may be used as a companion document

to, but not as a substitute for, the Kentucky Framework for Teaching to support the evaluation process.

The use of professional judgement based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than an over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also consider how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Sources of Evidence

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

- Observations
- Initial Self-Reflection and Professional Growth Plan
- Multiple Measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related to supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category. All summative ratings will be recorded on district approved forms.

Framework for Teaching (FfT)	Domain	Planning — Planning and Preparation	Environment — Classroom Environment	Instruction — Instruction	Professionalism — Professional Responsibilities
	Component	1a Knowledge of Content and Pedagogy; 1b Demonstrate Knowledge of Students; 1c Setting Instructional Outcomes; 1d Demonstrates knowledge of Resources; 1e Designing Coherent Instruction; 1f Designing Student Assessment	2a Creating an Environment of; 2b Establish a Culture of Learning; 2c Maintaining Classroom Procedures; 2d Managing Student Behavior; 2e Organizing Physical Space	3a Communicating w/Students; 3b Questioning & Discussion Techniques; 3c Engaging Students in Learning; 3d Using Assessment in Learning; 3e Demonstrating Flexibility and Responsiveness	4a Reflecting on Teaching; 4b Maintaining Accurate Records; 4c Communicating with Families; 4d Participating in Prof. Learning Communities; 4e Growing/Developing Professionally; 4f Showing Professionalism
Sources of Evidence - To Inform Professional Practice	Supervisor Observation	Evidence (Pre- and Post-Conferences)	Evidence and Observation	Evidence and Observation	Evidence (Pre- and Post-Conferences)
	Student Voice (Optional)		Kentucky Student Voice Survey (Optional)		
	Professional Growth	Professional Growth Planning and Self-Reflection			
	Self-Reflection				

Initial Self-Reflection and Professional Growth Plan (ISR/PGP)

Reflective practices and professional growth planning are iterative processes. The Teacher or Other Professional

    a. Reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus.
    b. Collaborates with his or her administrator to develop a professional growth plan and action steps.
    c. Implements the plan.
    d. Regularly reflects on the progress and impact of the plan on his or her professional practice.
    e. Modifies the plan as appropriate.
    f. Continues implementation and ongoing reflection.
    g. Conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals, which drives the focus on professional growth activities, support and on-going reflection. Professional Growth Plans will align with school/district improvement plans.

All certified personnel will develop and submit a Job Category Initial Self-Reflection/Professional Growth Plan (ISR/PGP) on or before September 30th each year. All new hires within the school year will submit Initial Self-Reflection/Professional Growth Plan (ISR/PGP) on or before September 30th or within 30 days of reporting for employment. Each teacher, other professional, and other district personnel will submit a minimum of two goals with one goal being reflective of either performance measure: Environment or Instruction, while the other goal should be reflective of either performance measure: Planning or Professionalism, in the KY Framework for Personnel Evaluation. Various sources can help guide the selection of written goals such as, but not limited to: Initial Self-Reflection, observation feedback/workplace visits and/or student data. The growth plan is to be submitted, reviewed and approved by the primary evaluator. Initial Self-Reflections will occur throughout the school year as a possible means of evidence collection. The professional growth planning process affords the evaluatee and their immediate supervisor (primary evaluator) an opportunity to discuss and develop a growth plan aligned with specific goals and objectives to the school or district improvement plans. A well-developed Professional Growth Plan (PGP) guides the evaluation process leading to enhanced performance on the part of the employee. There are two levels of professional growth planning.

Level 1: Self-Directed - Professional Growth Plans are developed collaboratively by the evaluatee and the primary evaluator.

Level 2: Directed – Professional Growth Plans are developed under the direction of the primary evaluator in conjunction with improvement plan activities for those evaluatees needing additional guidance, assistance, support and oversight for professional growth.

Progress review of the Professional Growth Plan will occur during the mid-year conference or more when directed by the principal or evaluatee. Goals of the plan can't be modified; however, strategies and resources may be revised. On or before April 30th, the PGP will be reviewed to determine the degree of goal attainment and implications for next steps.

- **Initial Self-Reflection/Professional Growth Plan (ISR/PGP) submitted on or before September 30th.**
- **All new hires within the school year will submit an Initial Self-Reflection/Professional Growth Plan (ISR/PGP) on or before September 30th or within 30 days of reporting for employment.**
- **Progress review of the Professional Growth Plan (PGP) will occur during the mid-year conference or more when directed by the principal or evaluatee.**
- **End of the Year PGP meeting/Summative Evaluation to determine goal attainment – on or before April 30th.**

Observer Certification Process

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

Observations

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

The following certified personnel will be on a one (1) year cycle:

- Non-tenured teachers
- Non-tenured other professionals
- Tenured teachers needing assistance as identified on a prior year's formative/summative and/or corrective action/improvement plan

**Tenured teachers/tenured other professionals will be on a five (5) year cycle.

All Teachers and Other School Professionals – 1 Year Cycle (Limited Contract)

For ALL teachers and other school professionals on a one (1) year cycle, an evaluator will conduct a full observation/work site visit for the first observation on or before December 20th, followed by one mini/partial observation/work site visit, and ending with a full observation/work site visit on or before April 15th. A mid-year conference will take place on or before January 31st to discuss progress towards PGP goals. An End of the Year PGP/Summative Conference will take place on or before April 30th to discuss goal attainment and summative evaluation.

All Teachers and Other School Professionals – 5 Year Cycle (Continuing Contract)

For all teachers and other professionals on a 5-year cycle, an evaluator will conduct one mini/partial observation/work site visit of at least 20-30 minutes during each formative year (T1 – T4). During the summative year (T5), a full observation/work site visit occurs on or before April 15th. The principal or designee may increase the length, frequency and nature of observations/work site visits conducted for the purpose of evaluation based on the individual needs and/or performances of the evaluatee. All formative evaluation observations shall be recorded on Form F and all summative evaluations will be on Form G. Summative Evaluations are optional for T1-T4.

Other District Professionals – 1 Year Cycle (Limited Contract)

For other district professionals on a one (1) year cycle, an evaluator will conduct a work site visit on or before December 20th and a second work site visit on or before April 15th. (A partial work site visit is optional for Other District Professionals). Dates for Other District Professionals remain the same as for All Teachers and Other School Professionals on a one (1) year cycle.

Other District Professionals – 5 Year Cycle (Continuing Contract)

For other district professionals on a five (5) year cycle, an evaluator will conduct a work site visit on or before April 15th. (A partial work site visit is optional for Other District Professionals). End of the Year PGP meeting for Other District Professionals on T1-T4 on or before April 30th. An End of the Year PGP (ISR/PGP) /Summative Conference (Form G) will be held for T5– on or before April 30th. Summative Evaluations are optional for T1-T4.

MCPS Evaluation Cycle

All Teachers and Other School Professionals – 1 Year Cycle (Limited Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th.
3. Full Observation/Work Site Visit for the first observation (Form F) – on or before December 20th.
4. Followed by 1 Mini/Partial Observation/Work Site Visit (Form F).
5. Mid-Year Conference – on or before January 31st (ISR/PGP Part C) to discuss progress towards PGP goals.
6. Ending with a Full Observation/Work Site Visit (Form F) – on or before April 15th.
7. End of the Year PGP (ISR/PGP Part D)/Summative Conference (Form G) – on or before April 30th to discuss goal attainment and summative evaluation.

All Teachers and Other School Professionals – 5 Year Cycle (Continuing Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th.
3. Mid-Year Conference – on or before January 31st (ISR/PGP Part C).
4. Formative Years T1-T4 – Mini/Partial Observation/Work Site Visit for each year T1 -T4 (Form F) – on or before April 15th.
5. Summative Year T5 – Full Observation (Form F) – on or before April 15th.
6. End of the Year PGP Conference for T1 - T4 (ISR/PGP Part D) on or before April 30th.
7. End of the Year PGP Conference (ISR/PGP Part D) and Summative Conference (Form G) for T5– on or before April 30th.
   **Summative Evaluation is Optional for T1 – T4.

Other District Professionals - 1 Year Cycle (Limited Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th.
3. Work Site Visit (Form F)– on or before December 20th.
4. Mid-Year Conference - on or before January 31st.
5. Partial Work Site Visit **Optional.
6. 2nd Work Site Visit (Form F) – on or before April 15th.
7. End of the Year PGP (ISR/PGP)/Summative Conference (Form G) – on or before April 30th.

Other District Professionals – 5 Year Cycle (Continuing Cycle)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th.
3. Mid-Year Conference - on or before January 31st.
4. Work Site Visit (Form F) – on or before April 15th.
5. End of the Year PGP for T1-T4. (ISR/PGP Part D) – on or before April 30th.
6. End of the Year PGP (ISR/PGP) /Summative Conference (Form G) for T5– on or before April 30th.
   **Summative Evaluation is Optional for T1 – T4.

Observation/Work Site Visit Conferencing

Observers will adhere to the following observation conferencing requirements:

- Form B: Pre-Observation Template and/or lesson plan/intentional plan must be submitted to the observer at least three (3) working days prior to the observation for full observation types. Optional for mini/partial observations.
- The administrator may determine that the Pre-Observation Conference be conducted through electronic or in-person correspondence at least one (1) working day prior to the observation/work site visit.
- Post-Observation Conference **MUST BE CONDUCTED** within five (5) working days for all observations.

During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall each sign the Formative (Form F)/Summative (Form G) evaluation form indicating the conference is complete. Additional observations and conferences will be conducted as needed.

During the formative evaluation process, if the evaluator and the evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. The evaluatee may then be observed by the assistant principal or other trained central office supervisor. This is in accordance with 704 KAR 3:345: "The immediate supervisor shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator."

In cases where an employee is shared between two or more schools, the principal of the home-based school will complete required formative observations and conferences. The principal(s) of the other schools may also require formative observations and conferences. The principal of the home-based school will complete the summative evaluation. The principal conducting the summative evaluation will be responsible for obtaining and including input from the other principal(s) involved.

Late Hires

A hire made on or after November 15th will be considered a "late hire." At a minimum, hires must complete an Initial Self-Reflection/Professional Growth Plan (ISR/PGP), a mini/partial observation, and a full observation. Additional observations of late hires may occur at the discretion of the principal/supervisor. **Late hires have 30 school days to complete their Initial Self-Reflection/Professional Growth Plan (ISR/PGP).**

Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. Evidence should yield information related to the educator's practice within the domains:

- Observations conducted by certified supervisor observer(s)
- Student Voice Survey(s) Optional
- Initial Self-Reflection and Professional Growth Plans (ISR/PGP)

Other Possible Sources of 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
- Other evidence as deemed appropriate by school or district

Student Growth as Additional Source of Evidence for Professional Practice

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices. Examples of appropriate student growth may include multiple measures of data from nationally normed standardized benchmark assessments, state assessments, local summative assessments, measurements of student growth goals, and/or other sources of data provided by the teacher that clearly demonstrates student growth.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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.
- All ratings must be recorded on the district approved forms and signed by both the supervisor and the employee. A copy of the formative report, Form F, will also be given to the evaluatee.
- Each summative evaluation, Form G, will be completed and signed by both the supervisor and the employee. A copy will be given to the evaluatee and the *original* will be sent to the District's Human Resources Department for placement in the employee's personnel file.

Determining the Overall Performance Category

An educator's Overall Performance Category is determined by utilizing the following decision rules:

Decision Matrix to Guide Administrators for Determining a Teacher's or Other Professional's Overall Performance Rating	
If…Two or more of the measures are rated INEFFECTIVE	Then...the performance rating shall be INEFFECTIVE
If…ANY measure is rated INEFFECTIVE	Then…the performance rating shall be DEVELOPING or INEFFECTIVE
If…Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED/EXEMPLARY	Then…the performance rating shall by ACCOMPLISHED
If…Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Then…the performance rating shall be EXEMPLARY.

Principal/Assistant Principal Evaluation

The vision for the Certified Evaluation Plan 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.

Professional Standards for Educational Leaders (PSEL)

The PSEL embody a research and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development and well-being of each student. The PSEL reflect interdependent domains and qualities of leadership work that research and practice suggest are integral to student success. These include:

- Mission, Vision and Core Values
- Ethics and Professional Norms
- Equity and Culture Responsiveness
- Curriculum, Instruction and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

Performance Criteria and Role	Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
Principal Professional Standards for Educational Leaders (PSEL)	**Standard 1** Mission, Vision and Core Values	**Standard 3** Equity and Cultural Responsiveness	**Standard 4** Curriculum, Instruction and Assessment	**Standard 2** Ethics and Professional Norms
	Standard 9 Operations and Management	**Standard 7** Professional Community for Teachers and Staff	**Standard 5** Community of Care and Support for Students	**Standard 8** Meaningful Engagement of Families and Community
	Standard 10 School Improvement		**Standard 6** Professional Capacity of School Personnel	

The use of professional judgement 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 consider how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Principal/Assistant Principal Sources of Evidence

1. Required Sources of Evidence
   - Initial Self-Reflection/Professional Growth Plan (ISR/PGP)
   - Site Visits
   - Impact Kentucky Working Conditions Survey
2. Evaluators may use the following categories of evidence in determining overall ratings:
   - Products of Practice (i.e., SBDM minutes, faculty meeting agendas and minutes, PLC agendas and minutes, department/grade level agendas and minutes, walkthrough documentation, budgets, EILA/professional learning documentation, parent/community engagement, etc).
   - Other sources (i.e., surveys)
   - Superintendent designated goals aligned to district vision/mission
   - Other measures of student learning

Principal/Assistant Principal Initial Self-Reflection/Professional Growth Planning (ISR/PGP)

The Professional Growth Plan will address realistic, focused and measurable professional goals. The plan will connect data from multiple sources including site visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Initial Self-Reflection improves administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. All principals and assistant principals will participate in the Initial Self-Reflection/PGP each year by September 30th or within 30 working days of the release of state testing data. For administrators hired after the start of the school year, the Initial Self-Reflection/PGP must be completed with 30 working days of the first day of employment.

- Principal Initial Self-Reflection/PGP will be approved by the superintendent or his/her designee. Assistant Principal Initial Self-Reflection/PGP will be approved by their supervising principal.
- All principals and assistant principals will develop Professional Growth Plans each year.
- Principal Initial Self-Reflection/PGP is due by September 30th or within 30 days of the release of state testing data. For administrators hired after the start of the school year, the Initial Self-Reflection/PGP must be completed within 30 working days of the first day of employment.
- Summative Conference due on or before June 30th.

Principal Site Visits

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

Principal/Assistant Principal Determining the Overall Performance Category

The superintendent or his/her designee are responsible for determining an Overall Performance Category for each administrator at the conclusion of the year. The Overall Performance Category is informed by the administrator's ratings on professional practice and will be determined on or before June 30th of each school year.

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

Decision Matrix to Guide Administrators for Determining a Principal or Assistant Principal's Overall Performance Rating	
If…Two or more of the measures are rated INEFFECTIVE	Then...the performance rating shall be INEFFECTIVE
If…ANY measure is rated INEFFECTIVE	Then…the performance rating shall be DEVELOPING or INEFFECTIVE
If…Two measures are rated DEVELOPING, and two measures are rated ACCOMMPLISHED/EXEMPLARY	Then…the performance rating shall by ACCOMPLISHED
If…Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Then…the performance rating shall be EXEMPLARY.

MCPS Evaluation Cycle for Administrators

Principal/Assistant Principal

Principal/Assistant Principal - 1 Year Cycle (Limited Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th or within 30 days of the release of state testing data.
3. Mid-Year Conference - on or before January 31st. **Optional
4. Work Site Visit (Form F) – on or before April 15th.**Optional
5. End of the Year PGP (ISR/PGP)/Summative Conference (Form G) – on or before June 30th.
Principal/Assistant Principal – 5 Year Cycle (Continuing Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th or within 30 days of the release of state testing data.
3. Mid-Year Conference - on or before January 31st. **Optional
4. Work Site Visit (Form F) – on or before April 15th. **Optional
5. End of the Year PGP for T1-T4. (ISR/PGP Part D) – on or before June 30th.
6. End of the Year PGP (ISR/PGP) /Summative Conference (Form G) for T5– on or before June 30th. **Summative Evaluation is Optional for T1 – T4.

**Site visits and mid-year evaluations are optional and at the discretion of the superintendent or his/her designee.

Central Office Supervisors

Central Office Supervisors - 1 Year Cycle (Limited Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th.
3. Mid-Year Conference - on or before January 31st. **Optional
4. Work Site Visit (Form F) – on or before April 15th. **Optional
5. End of the Year PGP (ISR/PGP)/Summative Conference (Form G) – on or before June 30th.
Central Office Supervisors – 5 Year Cycle (Continuing Contract)
1. Evaluation Orientation within the first 30 calendar days of employment.
2. ISR/PGP submitted on or before September 30th. .
3. Mid-Year Conference - on or before January 31st. **Optional
4. Work Site Visit (Form F) – on or before April 15th. **Optional
5. End of the Year PGP for T1-T4. (ISR/PGP Part D) – on or before June 30th.
6. End of the Year PGP (ISR/PGP) /Summative Conference (Form G) for T5– on or before June 30th. **Summative Evaluation is Optional for T1 – T4.

**Site visits and mid-year evaluations are optional and at the discretion of the superintendent or his/her designee.

Certified Evaluation Appeals

(See Board of Education Policy 03.18)

A certified employee who believes that he or she was not fairly evaluated on his/her summative evaluation (Form G) may submit an appeal using Marion County Public Schools Certified Evaluation Appeals (Form H) within five (5) working days of the receipt of the summative evaluation. Form H shall be submitted to the chairperson of the Appeals Panel. Confidentiality and fairness shall be concerns of the panel and the hearings will be closed to the public.

Certified Evaluation Appeals Process

Within five (5) working days of the Appeals Panel Chairperson receiving the appeals form, Form H, a Preliminary Hearing will be held. The Preliminary Hearing will be an opportunity to provide documentation to all parties and the panel. The chairperson of the panel shall be the person appointed to the committee by the board. Four (4) copies of all documentation to be considered in the appeal shall be made available to the committee at this time. The chairperson shall convene the Preliminary Hearing in closed session and explain the procedures for the Appeals Process. The Preliminary Hearing will include the panel members, evaluatee, evaluator and their chosen representatives, if requested. The evaluatee and evaluator will each state their case. The panel may ask clarifying questions. After the evaluatee, evaluator and additional representatives leave the hearing, the appeals panel shall remain and review all documentation and formulate questions for the Appeals Hearing.

Within five (5) working days from the Preliminary Hearing, the Appeals Hearing will be held. The chairperson will facilitate the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. The panel will have the right to question the evaluatee, evaluator, representatives and witnesses. Witnesses may be invited to provide information one at a time but will not be permitted to observe the proceedings. The evaluatee, evaluator and representatives will then be asked to leave and the panel will consider all information provided to them. Substance and procedural issues shall be considered by the panel.

The chairperson of the panel shall present the decision to the superintendent for action within five (5) working days of the panel's decision. The superintendent will render a decision upon the recommendation of the Appeals Panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels the procedural issues were violated may appeal the decision to the state level.

Certified Evaluation Appeals Procedures

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing using Marion County Public Schools Certified Evaluation Appeals Form (Form H) to the chairperson of the Appeals Panel within five (5) working days of the receipt of the summative evaluation (Form G).
2. No member of the panel shall serve on any appeal in which he/she was the evaluator.
3. No panel member shall serve on any appeal brought by the member's immediate family.
4. The panel shall make a recommendation to the superintendent within fifteen (15) working days from the date of filing the appeal.

5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent within (5) working days from the Appeals Hearing.
   a. Uphold the original summative evaluation.
   b. Remove the whole evaluation or any part of the summative evaluation.
   c. Order a second evaluation conducted by a trained evaluator employed by the district.
6. The superintendent will render a decision upon the recommendation of the Appeals Panel within three (3) working days and notify the evaluatee.

Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview the evaluatee, evaluator, representatives and witnesses.
5. The results of the actions taken will be placed in the employee's personnel file.

Membership and Election Procedures

Certified employees shall elect two (2) members and two (2) alternates to serve on the Appeals Panel. One member will be appointed by the Marion County Board of Education.

a. Nominations from those willing to serve on the panel shall be submitted to the District Certified Evaluation Contact.
b. Ballots listing the candidates will be prepared and distributed to certified staff members for voting.
c. Either an electronic or paper ballot voting process will be utilized.
d. Results and/or ballots shall be kept on file for two (2) years.
e. Each election year, the candidate with the largest vote is named as a member of the Appeals Panel.
f. The candidates receiving the second and third largest votes shall be named alternates.
g. Members will serve two-year terms with one (1) member elected each year. Members may serve more than one term.

Charlotte Danielson's Framework for Teaching, 2014

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

**Visit KDE website for the complete Charlotte Danielson Framework for Teaching document and other resources.

Reflective Practice & Professional Growth Planning   Form A
Teacher, Gifted, Migrant, ESL, Adult Ed, Alternative Settings

Name	
School	
Grade Level/Subject(s)	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

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

Domain:	Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.						Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in Part b.
The Classroom Environ.	2A	2B	2C	2D	2E		Domain Selected for 1st growth goal:
Instruction	3A	3B	3C	3D	3E		
Planning & Preparation	1A	1B	1C	1D	1E	1F	Domain Selected for 2nd growth goal:
Professional Respon.	4A	4B	4C	4D	4E	4F	

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)	
● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)	
Professional Growth Goal 2 (from Domain 1 or 4): ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

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

Evaluatee Signature:		Date:
Evaluator Signature:		Date:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:		Date:
Evaluator Signature:		Date:

Reflective Practice & Professional Growth Planning Template   Form A
Guidance Counselor

Name	
School	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating Knowledge of child and adolescent development	I	D	A	E	
1C – Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E – Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F – Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for productive communication	I	D	A	E	
2C – Managing routines and procedures	I	D	A	E	
2D – Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A – Assessing student needs	I	D	A	E	
3B – Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs	I	D	A	E	
3C – Using counseling techniques in individual and classroom programs	I	D	A	E	
3D – Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B – Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C – Communicating with families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism	I	D	A	E	

Domain:	Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.						Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in part b.
The Classroom Environment	2A	2B	2C	2D	2E		Domain Selected for 1st growth goal:
Instruction	3A	3B	3C	3D	3E		
Planning & Preparation	1A	1B	1C	1D	1E	1F	Domain Selected for 2nd growth goal:
Professional Responsibilities	4A	4B	4C	4D	4E	4F	

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)	
● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)	
Professional Growth Goal 2 (from Domain 1 or 4): ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Evaluatee Signature:		**Date:**
Evaluator Signature:		**Date:**

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

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

Evaluatee Signature:		**Date:**
Evaluator Signature:		**Date:**

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Reflective Practice & Professional Growth Planning Template   Form A
Library Media Specialist

Name	
School	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Supporting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E – Demonstrating a Knowledge of Literature and Lifelong Learning.	I	D	A	E	
1F – Collaborating in the Design of Instructional Materials	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction (whole class, one-on-one, and small-group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F – Collection Development and Maintenance	I	D	A	E	
4G – Managing the library Budget	I	D	A	E	
4H – Managing Personnel	I	D	A	E	
4I – Professional Ethics	I	D	A	E	

Domain:	Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.						Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in Part b.
The Classroom Environment	2A	2B	2C	2D	2E		Domain Selected for 1st growth goal:
Instruction	3A	3B	3C	3D	3E		
Planning & Preparation	1A	1B	1C	1D	1E	1F	Domain Selected for 2nd growth goal:
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
	4G	4H	4I				

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)	
● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)	
Professional Growth Goal 2 (from Domain 1 or 4): ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional goal.

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

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Reflective Practice & Professional Growth Planning Template   Form A
Speech Therapist

Name	
School(s)	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B – Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C – Demonstrating knowledge of District, State, and Federal regulations and guidelines	I	D	A	E	
1D – Demonstrating knowledge of resources within and beyond the school and district.	I	D	A	E	
1E – Plan in the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F – Developing a plan to evaluate the therapy program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B – Organizing time effectively	I	D	A	E	
2C – Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D – Establishing standards of conduct in the treatment center	I	D	A	E	
2E - Organizing Physical Space for testing of students and providing therapy	I	D	A	E	
3A – Responding to referrals and evaluating student needs	I	D	A	E	
3B – Developing and implementing treatment plans to maximize students success	I	D	A	E	
3C – Communicating with families	I	D	A	E	
3D – Collecting information; writing reports	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B – Collaborating with teachers and administrators	I	D	A	E	
4C – Maintaining an effective data management system	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism including integrity, advocacy, and maintaining confidentiality	I	D	A	E	

Domain:	Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.						Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in Part b.
The Classroom Environment	2A	2B	2C	2D	2E		Domain Selected for 1st growth goal:
Delivery of Service	3A	3B	3C	3D	3E		
Planning & Preparation	1A	1B	1C	1D	1E	1F	Domain Selected for 2nd growth goal:
Professional Responsibilities	4A	4B	4C	4D	4E	4F	

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)	
• What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)	
Professional Growth Goal 2 (from Domain 1 or 4): ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional goal.

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

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Reflective Practice & Professional Growth Planning Template   Form A
School Psychologist

Name	
School(s)	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Kentucky Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating Knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C – Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E – Plan in the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F – Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a Culture for positive mental health throughout the school	I	D	A	E	
2C – Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D – Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing Physical Space for testing the students and storage of materials	I	D	A	E	
3A – Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B – Evaluating student needs and compliance with National Association of School psychologists NASP guidelines	I	D	A	E	
3C – Chairing evaluation teams	I	D	A	E	
3D – Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B – Communicating with families	I	D	A	E	
4C – Maintaining accurate records	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism	I	D	A	E	

FfT Domain:	Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.						Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in Part b.
The Classroom Environment	2A	2B	2C	2D	2E		Domain Selected for 1st growth goal:
Instruction	3A	3B	3C	3D	3E		
Planning & Preparation	1A	1B	1C	1D	1E	1F	Domain Selected for 2nd growth goal:
Professional Responsibilities	4A	4B	4C	4D	4E	4F	

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)	
● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)	
Professional Growth Goal 2 (from Domain 1 or 4): ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

	Action Plan		
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
	Demonstrable: *Identify the documentation intended to demonstrate your professional growth.*		

□ Artifacts	□ Self-Assessment	□ PLC documents	□ Ongoing Self-Reflection
□ Certificate of Completion	□ Teaming with Colleague	□ Logs	□ Observation Data
□ Other: (please specify)			

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

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

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Reflective Practice & Professional Growth Planning Template   Form A

For Other District Professionals

Name	
School(s)	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards in the Framework for Teaching and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component.

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating Knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C – Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating Knowledge of Resources both within and beyond the school and district	I	D	A	E	
1E – Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F – Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an Environment of Trust and Respect	I	D	A	E	
2B - Establishing a Culture for ongoing instructional improvement	I	D	A	E	
2C – Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D – Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing Physical Space for workshops or training	I	D	A	E	
3A – Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B – Engaging teachers in learning new instructional skills	I	D	A	E	
3C – Sharing expertise with staff	I	D	A	E	
3D – Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B – Preparing and submitting budgets and reports	I	D	A	E	
4C – Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism including integrity and confidentiality	I	D	A	E	

FfT Domain:	Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.						Step 2: Select one component from either Domain 2 & 3 AND one component from either Domain 1 & 4 from those circled for focused professional growth goal development to develop two professional growth goals in Part b.
The Classroom Environment	2A	2B	2C	2D	2E		Domain Selected for 1st growth goal:
Instruction	3A	3B	3C	3D	3E		
Planning & Preparation	1A	1B	1C	1D	1E	1F	Domain Selected for 2nd growth goal:
Professional Responsibilities	4A	4B	4C	4D	4E	4F	

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1 (from Domain 2 or 3)	
● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2 (from Domain 1 or 4)

Professional Growth Goal 2 (from Domain 1 or 4): ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Evaluatee Signature:		**Date:**	
Evaluator Signature:		**Date:**	

Part C: On-going Reflection – Progress Toward Professional Growth Goals-Complete this section at mid-year or at any other conference held throughout the year to identify progress toward each professional growth goal.

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

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Reflective Practice & Professional Growth Planning Template   Form A
Central Office/District Supervisors

Name	
Position	

Evaluator Signature: _____ Date: _____
Evaluatee Signature:_____ Date: _____

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component that is assigned in collaboration with the superintendent.

Component:	Self-Assessment:				Rationale:
1A - Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century *Vision-Relationships*	I	D	A	E	
1B - Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals *Vision-Monitor*	I	D	A	E	
1C – Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district *Strategic Planning-Implementation*	I	D	A	E	
1D - Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data *Strategic Planning (Monitoring/Evaluation)*	I	D	A	E	
1E – Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan *Strategic Planning (Resourcing)*	I	D	A	E	
1F – Facilitates the implementation of federal, state and local education policies *Policies*	I	D	A	E	
1G- Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data *Strategic Planning (Goals)*	I	D	A	E	
2A - Leads the district's philosophy of education-setting specific achievement targets for schools and	I	D	A	E	

students of all ability levels, and monitors progress toward those targets *Learning/Teaching Focus: High Expectations*				
2B - Models and applies learning for staff and students *Professional Learning*	I	D	A	E
2C – Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. *High Expectations*	I	D	A	E
2D – Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. *Strategic Planning (Goals)*	I	D	A	E
2E - Demonstrates awareness of all aspects of instructional programs *Learning/High Expectations*	I	D	A	E
2F - Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology *Strategic Planning-Implementation*	I	D	A	E
3A – Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs *Stakeholder/Community Involvement*	I	D	A	E
3B – Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century *Stakeholder/Community Involvement*	I	D	A	E
3C – Creates a unified school system (not a system of individual schools) with shared vision and equitable practices *Vision/Beliefs*	I	D	A	E
3D – Builds trust and promotes a sense of well-being between all stakeholders *Stakeholder/Community Involvement*	I	D	A	E
3E - Routinely celebrates and acknowledges district successes as well as areas needing growth *Celebrate/Acknowledge*	I	D	A	E
3F - Supports and engages in the positive cultural traditions of the community *Stakeholder/Community Involvement*	I	D	A	E
3G - Creates opportunities for staff involvement in the community and community involvement in the schools *Stakeholder/Community Involvement*	I	D	A	E
3H - Creates an environment that values and promotes diversity *Diversity*	I	D	A	E
4A - Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction	I	D	A	E

Resourcing				
4B – Creates and monitors processes for educators to assume leadership and decision-making roles *Staffing*	I	D	A	E
4C – Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions *HR Functions*	I	D	A	E
4D - Uses data to create and maintain a positive work environment *Culture/Environment*	I	D	A	E
4E – Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs *Professional Learning*	I	D	A	E
4F – Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations *Evaluation*	I	D	A	E
5A - Prepares and oversees a budget that aligns resources with the district's vision and needs *Finance*	I	D	A	E
5B - Identifies and plans for facility and technology needs *Capital Planning*	I	D	A	E
5C - Continually assesses programs and resource allocation *Resourcing*	I	D	A	E
5D - Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology *Effectiveness and Efficiency*	I	D	A	E
5E - Builds consensus and resolves conflicts effectively *Conflict Resolution*	I	D	A	E
5F - Assures an effective system of districtwide communication	I	D	A	E
5G - Continually assesses the system in place that ensures the safety of students and staff *Safety and security*	I	D	A	E
5H - Works with local and state agencies to develop and implement emergency plans *Safety and security*	I	D	A	E
6A - Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools *Vision and high expectations*	I	D	A	E
6B - Ensures systems that engage the local board and	I	D	A	E

all community stakeholders in a shared responsibility for achieving district goals for students and school success *Stakeholder/Community Involvement*				
6C - Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities *Professional Learning/Stakeholder Involvement*	I	D	A	E
6D - Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school *Stakeholder Involvement*	I	D	A	E
7A - Understands the political systems involving the district *Political Context*	I	D	A	E
7B - Defines, understands, and communicates the impact on proposed legislation *Legal/Ethical*	I	D	A	E
7C - Applies laws, policies and procedures fairly, wisely, and considerately *Legal*	I	D	A	E
7D - Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities *Legal*	I	D	A	E
7E - Accesses local, state and national political systems to provide input on critical educational issues *Political Context; Stakeholder/ Community Involvement*	I	D	A	E

Step 1: Component: Circle Professional Growth Components Below that were ranked as priority domains for growth/professional learning.								Step 2: Select two components from either Domain 1 - 7 from those circled for the focused professional growth goal development to develop two professional growth goals in Part b.
2A	2B	2C	2D	2E	2F			Domain Selected for 1st growth goal:
3A	3B	3C	3D	3E	3F	3G	3H	
1A	1B	1C	1D	1E	1F	1G		
4A	4B	4C	4D	4E	4F			
5A	5B	5C	5D	5E	5F	5G	5H	Domain Selected for 2nd growth goal:
6A	6B	6C	6D					
7A	7B	7C	7D	7E				

Part B: Connecting Priority Growth Needs to Professional Growth Planning- Based on the areas of growth identified in Part A, complete this section.

Step 1: Write Professional Growth Goal 1	
● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Step 2: Write Professional Growth Goal 2	
Professional Growth Goal 2: ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

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

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Part C: Summative Reflection- Level of Attainment for Professional Growth Goal-Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

Reflective Practice & Professional Growth Planning Template   Form A

Principal/Assistant Principal

Name	
School	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs-Reflect on the Standards and provide a rating of (I=Ineffective; D=Developing; A=Accomplished; E=Exemplary) on each performance component that is assigned in collaboration with the superintendent.

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

the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.				
9. Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being*	I	D	A	E
10. School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E

Examine additional relevant data sources to make an informed decision on growth needs. Select areas of growth from the above self-reflection to focus your professional growth.

Part B: Principal/Assistant Principal's Working Conditions Growth Goal

Working Conditions Growth Goal Statement:

Using survey results, the principal/assistant principal in collaboration with superintendent/principal, will create a Working Conditions Growth Goal. The Working Conditions Growth Goal should be specific to the principal/assistant principal and should identify the specific growth that they plan to accomplish.

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	**Strategies/Action** How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Target Completion Date** When will I complete each identified strategy/action?

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Self-Reflection: Drawing on the areas for growth identified in the Self-Reflection section and discussions with your supervisor, develop two professional growth goals aligned with two distinct PSEL Standards.

Professional Growth Goals: ● **What do I want to change about my practices that will effectively impact student learning?** ● **How can I develop a plan of action to address my professional learning?** ● **How will I know if I accomplished my objective?**	Goal 1: Goal 2:

Connection to Standards				
The Principal should connect the PGP Goals to the appropriate performance standard and list that standard below.				
Goal 1 PSEL Standard Alignment:				
Goal 2 PSEL Standard Alignment:				

Action Plan				
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?		**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

2) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal and Working Conditions Goal.*

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	 ☐ Data attached
Date:	End of Year Professional Growth Reflection:

Next Steps:

Evaluatee Signature:	Date:
Evaluator Signature:	Date:

PRE-OBSERVATION DOCUMENT   Form B

Teacher Signature	
School	
Grade Level/Subject(s)	
Observer Signature	
Date of Conference	

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

PRE-OBSERVATION DOCUMENT   Form B - IC

Instructional Coach Signature	
Work Site	
Grade Level/Subject(s)/Teacher(s)	
Observer Signature	
Date of Site Visit	

Questions for Discussion:	Notes:
What will be observed?	● Lesson Planning ● Co Teaching ● Modeling ● Assessment Data Review ● Strategy share
What are the instructional goals for this teacher or group of teachers? (What is your purpose?)	
Where does this session fit within the coaching cycle for this teacher or group of teachers?	
How does this coaching session support student learning?	
When/how will you measure/assess the impact of this coaching session on student learning?	
Is there any other information you'd like to include? Is there anything you'd like us to specifically observe?	

Marion County Public Schools Formative Evaluation   *Form F*

Employee Name_____

Evaluator_____   **Conference Date** _____

Planning	Environment	Instruction	Professionalism
● EXEMPLARY ● ACCOMPLISHED ● DEVELOPING ● INEFFECTIVE	● EXEMPLARY ● ACCOMPLISHED ● DEVELOPING ● INEFFECTIVE	● EXEMPLARY ● ACCOMPLISHED ● DEVELOPING ● INEFFECTIVE	● EXEMPLARY ● ACCOMPLISHED ● DEVELOPING ● INEFFECTIVE

OVERALL PERFORMANCE	Evaluator's Comments	Evaluatee's Comments
□ EXEMPLARY		
□ ACCOMPLISHED		
□ DEVELOPING		
□ INEFFECTIVE		

_____ I agree with the above evaluation.   _____ I disagree with the above evaluation for the following reasons:

_____ _____   _____ _____
Evaluatee Signature   Date   Evaluator Signature   Date

MARION COUNTY PUBLIC SCHOOLS SUMMATIVE EVALUATION   *Form G*

Employee Name_____

Evaluator_____   **Conference Date** _____

Planning	Environment	Instruction	Professionalism
• EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	• EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	• EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	• EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE

OVERALL PERFORMANCE	Evaluator's Comments	Evaluatee's Comments
□ EXEMPLARY		
□ ACCOMPLISHED		
□ DEVELOPING		
□ INEFFECTIVE		

_____ I agree with the above evaluation.   _____ I disagree with the above evaluation for the following reasons:

_____   _____   _____   _____
Evaluatee Signature   Date   Evaluator Signature   Date

Marion County Public Schools Certified Evaluation Appeals Form   _Form H_

Name:_____

**Title: **_____

Work Site:_____

Date:_____

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

2. Give specific evidence/reasons to support your objections.

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

**This form shall be presented in person or by mail to the chairperson of the MCPS Evaluation Appeals Panel within five (5) working days of receipt of the evaluation.**

Signature:_____   **Date:**_____

Marion County Public Schools Individual Corrective Action Plan   *Form I*

Name:_____

Title: _____

Work Site:_____

Date:_____

Standard	Growth Objective/Goal(s) (describe desired outcome(s))	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Target Dates

Attach additional pages if necessary

Evaluatee's Comments

Individual Corrective Action Plan Developed:	Status: Achieved_____ Revised_____ Continued_____
Evaluatee's Signature: Date:	Evaluatee's Signature: Date:
Evaluator's Signature: Date:	Evaluator's Signature: Date:

Progress Review Meetings

DATE	COMMENTS
1.	1.
2.	2.
3.	3.
4.	4.

				PGP	Observation 1				Observation 2			Observation 3			PGP	
Teacher Last Name	Teacher First Name	Evaluation Cycle	Evaluation Orientation Date	Date developed	Pre-ob date	Ob date	Conference date	Midyear conference date	Pre-ob date	Ob date	Conference date	Pre-ob date	Ob date	Conference date	EOY PGP Date	Summative Conference Date