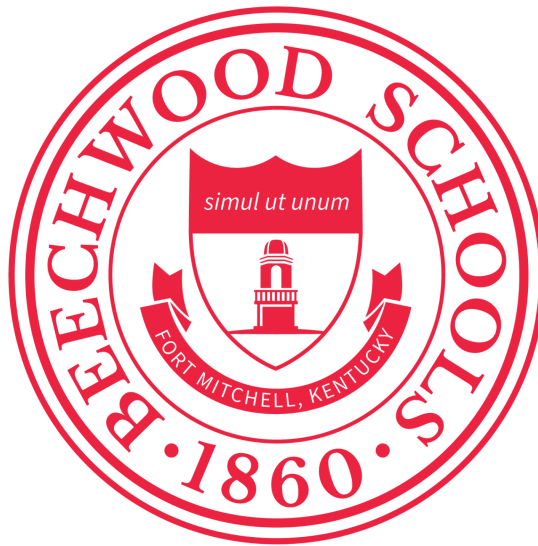


Certified Personnel Evaluation Plan



54 Beechwood Road
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Justin R. Kaiser, Superintendent

Approved by the Beechwood Board of Education on July 14, 2025

Introduction

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The evaluation system is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the TPGES system.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the system.

The Superintendent will be evaluated annually by the local school board.

The Director of Curriculum shall serve as the District contact person responsible for monitoring evaluation training and implementing the Professional Growth and Effectiveness System.

All forms used for the evaluation process are linked at the end of this document. All summative evaluation documentation will become part of the official personnel file of the employee. Each evaluatee will be provided a written copy of his/her evaluation for his/her records. The evaluatee will be given the opportunity to respond to the evaluation in writing. Any such documentation shall be included in the official personnel record.

Assurances Certified Evaluation Plan

The Beechwood Independent School District hereby assures the Commissioner of Education that: This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators. The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

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

All certified staff members will have a formative evaluation annually. The superintendent and non-tenured teachers will have a summative evaluation annually. All tenured teachers and administrators will have a summative evaluation at a minimum of once every five years. When evaluating classroom teachers, evaluators will rotate when possible. The principal will have the final decision on teacher evaluators. Each school and the district will keep a spreadsheet with annual evaluators and documentation of teachers' evaluation cycles.

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

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance. Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

The evaluation plan process will not discriminate based on race, national origin, religion, marital status, sex, or disability. This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Beechwood Board of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on **July 14, 2025.**

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System

The vision for the Professional Growth and Effectiveness System (PGES) 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.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator.
8. **Formative Evaluation:** An annual evaluation for continuous feedback. These do not have to be included in the personnel files.
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice or who have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
13. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

14. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
16. **Peer observation:** Observation and documentation of one certified teacher learning from watching another certified teacher.
17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
18. **Performance Rating:** The summative description of a teacher, other professional, or administrator evaluatee's performance.
19. **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.
20. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that uses clear and timely feedback to guide professional development.
21. **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) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating and reflecting on progress; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee.
24. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
25. **Summative Evaluation:** A formal evaluation to be included in the personnel file. The superintendent and non-tenured teachers will have a summative evaluation annually. All tenured teachers and administrators will have a summative evaluation at a minimum of once every five years.
26. **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.

Evaluation Process Overview

Evaluation Activity	Timeline
Orientation - Explanation and Review of Certified Evaluation Process with Administration and Faculty	The district shall provide training and a copy of the CEP no later than the end of the first thirty (30) calendar days of the school year.
Growth Professional Growth Plan (PGP)	<ul style="list-style-type: none"> Faculty member reflects on his/her current growth needs and identifies an area of focus. Administrator/supervisor may also add an area of focus. By September 30 of each year - The self-reflection/PGP will be completed in the district-approved technology platform.
Observation and Evaluation Window Begins the day after the evaluation process has been explained to certified personnel and ends April 30th . *All formal evaluations must be completed by April 30th. <ul style="list-style-type: none"> Mini observation - 20-30 minutes Full observation - full class period or length of an entire lesson Pre-conference form should be completed 24 hours prior to observation. Post-conference shall be completed in-person within 5 working days of an observation. If an observation results in an ineffective rating, multiple observations will be conducted. All observations must be documented in a district-approved technology platform. 	<ul style="list-style-type: none"> Non-Tenured Teacher: 1 mini and 1 full observation with a summative evaluation each year Tenured Teacher or Library/Media Specialist: <ul style="list-style-type: none"> Year 1 - mini observation (<i>ratings on domains 2 & 3</i>) Year 2 - mini observation (<i>ratings on domains 2 & 3</i>) Year 3 - Mid-cycle review - 2 mini observations and will formatively discuss evidence for all 4 domains with the evaluator (<i>formal ratings on domains 2 & 3</i>) Year 4 - mini observation (<i>ratings on domains 2 & 3</i>) Year 5 - full observation with a summative evaluation which takes into account scores from all 5 years (<i>summative ratings on all 4 domains</i>) All tenured and non-tenured teachers complete a peer observation; the focus of the peer observation should be on teacher professional growth and the opportunity to observe someone who can help improve teacher practice. Counselors or Psychologist: <ul style="list-style-type: none"> Year 1 - ratings for domains 1 & 2 Year 2 - ratings for domains 3 & 4 Year 3 - mid-cycle review - ratings for domains 1 & 2 - also discuss evidence for all four domains Year 4 - ratings for domains 3 & 4 Year 5 - Summative evaluation - all four domains rated and scores from years 1-4 included as well Administrators: <ul style="list-style-type: none"> Years 1 - 4 - All standards on the rubric are formatively discussed. 2-3 standards of focus are selected by the evaluator based on the administrator's PGP. Only these 2-3 standards will receive formal ratings. By the end of year 4, all standards should be formally evaluated. Year 5 - summative evaluation with all standards formally rated
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Self-Reflection Professional Growth Plan Review	<ul style="list-style-type: none"> Completed by the summative conference. Faculty not in a summative year will meet with the primary evaluator to review the PGP by the end of the school year.
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process.

TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

The Kentucky Framework for Teaching - [Rubric](#)

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Growth Percentiles

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and recorded in a district approved technology platform.

Professional Growth Planning and Self-Reflection

The Professional Growth Plan includes the practice of honest reflection containing multiple elements: (1) rating on perception of teaching practices, (2) is tied to district and school goals, and (3) reflects on rating within the framework of instruction. The teacher completes self-reflection to inform professional learning.

Professional Growth Planning may also include student growth goals which revolve around the big ideas in the teacher's content, i.e. Mathematical Practices, the ELA Anchor Standards, the Science Practices, etc., and ultimately are based on student understanding of these concepts. Student growth

goals may be part of the evaluation process and serve as a source of evidence especially in the instruction performance category.

Teachers utilize all relevant data to determine areas of growth and use historical data to determine trends to plan and develop a student growth goal. The teacher will spend the year gathering evidence and examples of student growth that support their goals. Periodic checks on that growth throughout the year will aid the teacher in staying on track and give support for choosing activities and assessments that give evidence of goal growth.

- All teachers and other professionals will participate in professional growth planning at the minimum of once each year.
- All teachers and other professionals will document professional growth planning in the approved technology platform.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the professional growth plan.

Observation

The observation process is one source of evidence to determine teacher effectiveness for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. The peer observer will give no ratings. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Complete observation pre-conference form at least 24 hours prior to an observation.
- Conduct observation post-conference within five (5) working days following each observation.
- Administration may choose to do pre-observation conferences through written correspondence or face-to-face, while post-observation conferences shall be completed in person.

Peer Observation

A Peer Observer will observe, may collect and share evidence, and provide feedback only. Peer Observers are not for scoring a teacher's practice. All teachers will participate in a peer observation each year for the purposes of growth and ideas for improving instructional practice.

Selection/Assignment - Peer Observers will be selected and assigned by administration.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on planning, environment, instruction, and professionalism. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics and

decision rules that establish a common understanding of performance thresholds to which all educators are held.

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.

Each educator will be provided a summative rating for each domain based on evidence and all ratings must be recorded in a district approved technology platform.

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the domains. Some examples of other sources of evidence that could be used to support educator practice:

- curriculum maps/scope-and-sequence documents
- 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

Determining the Summative Rating

An educator's Summative Rating is determined using the following steps:

- Determine the individual Performance Measures using professional judgment and evidence.
- Apply local decision rules for determining an educator's Professional Practice rating.

ADMINISTRATOR PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Kentucky Professional Standards for Educational Leaders (PSEL)

The vision for this administrator professional growth and effectiveness system is to have every school led by effective administrators. The goal is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth.

Professional Growth and Effectiveness System Components Overview and Summative Model

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

Professional Standards for Educational Leaders (PSEL) - [Rubric](#)

The performance standards are designed to support student achievement and professional best practice through the standards of:

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

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

Included in the performance standards are performance indicators that provide examples of observable, tangible behaviors that provide evidence of each standard at the ineffective, developing, accomplished, and exemplary levels. The performance standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the ten standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

Professional Practice

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

Professional Growth Planning and Self-Reflection – completed by administrators

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. Those being evaluated will meet with their primary evaluator to review self-reflection and goals.

In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan within 30 days of hire.

Site-Visits – completed by superintendent or designee

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

- Conducted at least once each semester.
- All administrators will be evaluated every year.

Observations of Assistant Principals – completed by supervisor of assistant principal

Observations are a method by which the principal (or supervisor) may gain insight into the assistant principal's practice in relation to the standards. During an observation, the principal will discuss various aspects of the job with the assistant principal.

- Observations are to be conducted at least once each year by the principal, but may be conducted twice if needed (see chart for timeline).
- All assistant principals will be evaluated every year by their supervisor.
- At Beechwood, the superintendent/designee may meet with assistant principals to give feedback for the purposes of growth. However, this will not serve as the formal evaluation.

Site Visit/Observation Conferencing

An End-of-Year Review will take place after the site visit/observation to discuss performance in relation to the standards and to discuss progress made toward the professional growth goal. The End-of-Year Review/summative evaluation conference shall take place prior to April 30.

Determining the Overall Performance Category

Superintendents or supervisors are responsible for determining an Overall Performance Category for each administrator at the conclusion of the evaluation year. The Overall Performance Category is informed by the administrator's ratings on professional practice.

Rating Overall Professional Practice

The PSEL performance standards stand as the critical rubric for providing administrators and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize and analyze evidence for each individual administrator based on these performance standards.

Supervisors and administrators 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 standard. All ratings will be recorded in a district approved technology platform on or before April 30th.

Products of Practice

Administrators may provide additional evidence to support assessment of their own professional practices. This evidence should yield information related to the administrator's practice within the standards. Examples may include:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through Documentation
- Budgets
- EILA/PD Experience Documentation
- Surveys
- Professional Organization Memberships
- Parent/Community Engagement Surveys and Event Documentation, School Schedules

Determining the Overall Performance Category

An administrator's Overall Performance Category is determined by the evaluator based on the administrator's ratings on the Professional Standards for Educational Leaders.

CRITERIA FOR DETERMINING AN ADMINISTRATOR'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Two (2) or more standards are rated as INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
At least five (5) standards are rated as DEVELOPING	Professional Practice Rating shall be DEVELOPING
At least five (5) standards are rated as ACCOMPLISHED and no standard is rated below DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
At least five (5) standards are rated as EXEMPLARY and no standard is rated below ACCOMPLISHED	Professional Practice Rating shall be EXEMPLARY

OTHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

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

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting 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 domain.

The use of professional judgment based on multiple sources of evidence promotes a 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 also take into account how educators respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment.

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

Required Sources of Evidence

- o Professional Growth Planning/Self-Reflection
- o Observation

Additional Sources of Evidence

- o Measures of Student Learning/ Student Growth Goals
- o Products of Practice
 - planning documentation
 - communication logs
 - student data records
 - student work
 - summative course evaluations/feedback

- minutes from PLCs
- student interviews
- teacher committee or team contributions
- records of student and/or educator attendance
- video lessons
- engagement in professional organizations
- action research
- stakeholder feedback

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in a district-approved technology platform.

Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals

The Kentucky Framework for OPGES documents/rubrics are available through the links provided below:

[Counselors](#)

[Library Media Specialists](#)

[Psychologists](#)

Overall Ratings

Criteria For Determining Other Professional Rating	
Two (2) or more Performance Measures are INEFFECTIVE	Rating is INEFFECTIVE
Three (3) or more Performance Measures are DEVELOPING	Rating is DEVELOPING
At least three (3) Performance Measures are ACCOMPLISHED	Rating is ACCOMPLISHED
At least two (2) Performance Measures are EXEMPLARY and none are rated below ACCOMPLISHED	Rating is EXEMPLARY

CORRECTIVE ACTION AND APPEALS FOR PROFESSIONAL GROWTH EFFECTIVENESS SYSTEM

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an “Ineffective” domain rating in the evaluation plan cycle or when an immediate change is required in teacher behavior or practice. The evaluator shall direct the individual corrective action plan. The plan shall address the ineffective practices of the teacher with a domain rating of “Ineffective” through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion.

[Corrective Action Plan Documents](#) (also included on subsequent pages)

NOTE: KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duty.

PURPOSE OF A CORRECTIVE ACTION PLAN

This Report is not a performance assessment. The purpose of this report and any meetings wherein this report is the focus is to deal with deficiencies of an Employee, which are considered to be serious enough in nature as to warrant a recommendation for disciplinary action or even dismissal if not corrected.

The deficiency(ies) set forth in this report are derived from informal and formal observations and evaluations of the extent to which employment expectations, as set forth in the Board approved job description, performance criteria, and/or teacher’s handbook have been met.

This information concerning Employee deficiency(ies) is intended to be a catalyst to stimulate improvement. The Employee concerned is to receive a copy of the CORRECTIVE ACTION PLAN.

Appealing the Evaluation

Following the completion of the Summative Evaluation Report, an evaluatee who believes that the Report was not an accurate reflection of his/her performance may request to have the Report and/or Procedures reviewed by the District Evaluation Appeals Committee, as provided herein below.

- Right to a hearing as to every appeal
- Reasonable opportunity, in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the Evaluation Appeals Committee.
- Right to the presence of evaluatee’s chosen representative.

A record of the appeals hearing will be maintained in the Office of the Superintendent. Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the State Board for Elementary and Secondary Education shall have the opportunity to appeal to the State board for Elementary and Secondary Education.

Procedures

Step 1 (Initiate an Appeal)

The evaluatee completes an “Evaluation Appeals Hearing Request Form” and forwards a copy to the Superintendent and a copy to the evaluator within ten (10) working days of the date shown on the Summative Evaluation Report.

Step 2 (Superintendent Schedules Hearing)

Upon receipt of the “Evaluation Appeals Hearing Request Form”, the Superintendent will within ten (10) working days, schedule an Evaluation Appeals Hearing.

Step 3 (Report of Findings)

Within ten (10) working days following the conclusion of the appeals hearing, the Evaluation Appeals Committee will prepare a “Report of Findings”, and deliver said report to the evaluatee, superintendent, and evaluator, either in person or by certified or registered mail.

Role of the Evaluation Appeals Panel

A Principal serves as the chair of the Local Evaluation Appeals Panel. If an elementary teacher appeals, the High School Principal serves as the chair of the appeals panel. If a High School teacher appeals, the Elementary Principal serves as the chair of the appeals panel.

The principal is responsible of ensuring:

The evaluation appeals panel reviews the Summative Evaluation for

- (1) Implementation of Evaluation Instrument Procedure(s) and/or
- (2) Substance of the Summative Evaluation Performance Report

As requested by the evaluatee on the Evaluation Appeals Hearing Request Form.

Appealing Evaluation “Procedures”

The evaluatee is to submit in writing to the evaluator and to the local appeals panel – specifically, which evaluation instrument procedures the evaluatee alleges the evaluator may not have followed.

Appealing Summative Evaluation “Substance”

The evaluatee is to submit in writing to the evaluator and to the local appeals panel – documentation challenging the findings of the evaluatee’s summative evaluation instrument report.

Reviewing the Summative Evaluation “Procedures” or “Substance”

The Local Evaluation Appeals Panel will hear testimony and examine documentation strictly related to:

1. Procedures as defined in this evaluation instrument and/or
2. Substance, which is defined as the documentation supporting or challenging the findings of the summative evaluation instrument report.

The Local Evaluation Appeals Panel will only review those procedures and/or substance requested by the evaluatee as checked on the Evaluation Appeals Hearing Request Form and submitted in writing as defined above.

Appealing anything other than “Procedures” or “Substance”

The Chairman shall have the authority to limit or otherwise exclude testimony or documentation that is not reasonably related to the specific procedures and/or substance being reviewed.

Conduct During an Appeals Hearing

The Chairman shall have the authority to direct any participant, including either party or counsel, to cease and desist unprofessional conduct or potentially libelous statements. If a participant persists in such conduct, the Chairman may ask the person to leave the hearing and/or may terminate or reschedule the appeal.

Legal Assistance to Appeals Panel

The Local Evaluation Appeals Panel will be provided legal assistance if requested.

Report of Findings

Within ten (10) working days following the conclusion of the appeals hearing, the Evaluation Appeals Committee will prepare a “Report of Findings”, and deliver said report to the evaluatee, superintendent, and evaluator, either in person or by certified or registered mail.

Beechwood Schools Corrective Action Plan (CAP) Template

District Name	School Name	Date
Staff Member Name	Supervisor Name	Plan Begin/End Dates

Areas Identified for Improvement

No.	Areas Identified for Improvement	Sources of Information/Evidence	Corresponding Component of Rubric (if applicable)

Goals and Professional Responsibilities

Area No.	Demonstrable Goals	Staff Member Responsibilities	Supervisor Responsibilities	Completion Date

My signature below indicates that I have received a copy of this Corrective Action Plan and I understand its contents.

Staff Member's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Title:** _____ **Date:** _____

CAP Progress Summary - Interim Review of CAP Progress

Area No.	Demonstrated Progress	Sources of Evidence	CAP Revisions (if applicable)	Review Date

My signature below indicates that I have reviewed the information recorded in the Interim Review of CAP Progress and that I understand its contents:

Staff Member's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Title:** _____ **Date:** _____

Summative Review of CAP Progress

Area No.	Demonstrable Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Review Date

My signature below indicates that I have reviewed the information recorded in the Summative Review of CAP Progress and that I understand its contents:

Staff Member's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Title:** _____ **Date:** _____

Links to Rubrics and Templates

Rubrics

[Teacher](#)

[Library/Media](#)

[Counselor](#)

[Psychologist](#)

[Administrator](#)

Templates

[Observation Document](#)

[Non-Tenured Summative](#)

[Tenured Summative](#)

[Administrator](#)

[Counselor Year 1-4 Document](#)

[Counselor Summative Document](#)

[Pre- and Post- Observation Document](#)

[Corrective Action Plan](#)

Non-Tenured Summative Evaluation for (Teacher Name)

Beechwood Independent Schools

Administrator:

Date / Time of Summative Conference:

Domain 1: Planning and Preparation

Component 1A: Demonstrating Knowledge of Content and Pedagogy

Evidence for 1A:	
Rating for 1A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1B: Demonstrating Knowledge of Students

Evidence for 1B:	
Rating for 1B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1C: Setting Instructional Outcomes

Evidence for 1C:	
Rating for 1C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1D: Demonstrating Knowledge of Resources

Evidence for 1D:	
Rating for 1D:	

(1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Component 1E: Designing Coherent Instruction

Evidence for 1E:	
Rating for 1E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1F: Designing Student Assessments

Evidence for 1F:	
Rating for 1F: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Overall Rating for Domain 1 - Planning & Preparation:

Any other comments on Domain 1:

Domain 2: Classroom Environment

Component 2A: Creating an Environment of Respect and Rapport

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 2A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2B: Establishing a Culture of Learning

Mini Observation Rating:	
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Full Observation Rating:	
Any Other Evidence:	
Final Rating for 2B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2C: Managing Classroom Procedures

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 2C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2D: Managing Student Behavior

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 2D: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2E: Organizing Physical Space

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	

Final Rating for 2E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Overall Rating for Domain 2 - Classroom Environment:

Any other comments on Domain 2:

Domain 3: Instruction

Component 3A: Communicating with Students

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 3A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 3B: Using Questioning Prompts & Discussion Techniques

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 3B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 3C: Engaging Students in Learning

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	

Final Rating for 3C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Component 3D: Using Assessment in Instruction

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 3D: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 3E: Developing Flexibility & Responsiveness

Mini Observation Rating:	
Full Observation Rating:	
Any Other Evidence:	
Final Rating for 3E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Overall Rating for Domain 3 - Instruction:

Any other comments on Domain 3:

Domain 4: Professional Responsibilities

Component 4A: Reflecting on Teaching

Evidence for 4A:	
Rating for 4A:	

(1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Component 4B: Maintaining Accurate Records

Evidence for 4B:	
Rating for 4B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4C: Communicating with Families

Evidence for 4C:	
Rating for 4C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4D: Participating in a Professional Community

Evidence for 4D:	
Rating for 4D: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4E: Growing & Developing Professionally

Evidence for 4E:	
Rating for 4E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4F: Showing Professionalism

Evidence for 4F:	
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Rating for 4F: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Overall Rating for Domain 4 - Professional Responsibilities:

Any other comments on Domain 4:

Summary of Domain Ratings:

Domain 1 (Planning & Preparation):	
Domain 2 (Classroom Environment):	
Domain 3 (Instruction):	
Domain 4 (Professional Responsibilities):	

Criteria For Determining a Teacher's Summative Rating	
Two (2) or more Performance Measures are INEFFECTIVE	Summative rating is INEFFECTIVE
Three (3) of the Performance Measures are DEVELOPING	Performance rating is DEVELOPING
At least three (3) Performance Measures are ACCOMPLISHED	Performance Rating is ACCOMPLISHED
At least two (2) Performance Measures are EXEMPLARY and none are rated below ACCOMPLISHED	Performance Rating is EXEMPLARY

(School Year) Summative Rating:

Teacher

Date

Administrator

Date

Tenured Summative Evaluation for (Teacher Name)

Beechwood Independent Schools

Administrator:

Date/Time of Summative Conference:

Domain 1: Planning and Preparation

Component 1A: Demonstrating Knowledge of Content and Pedagogy

Evidence for 1A:	
Summative Rating for 1A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1B: Demonstrating Knowledge of Students

Evidence for 1B:	
Summative Rating for 1B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1C: Setting Instructional Outcomes

Evidence for 1C:	
Summative Rating for 1C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1D: Demonstrating Knowledge of Resources

Evidence for 1D:	
Summative Rating for 1D: (1=Ineffective, 2=Developing,	

3=Accomplished, 4=Exemplary)	
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Component 1E: Designing Coherent Instruction

Evidence for 1E:	
Summative Rating for 1E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 1F: Designing Student Assessments

Evidence for 1F:	
Summative Rating for 1F: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Summative Rating for Domain 1 - Planning & Preparation:

Any other comments on Domain 1:

Domain 2: Classroom Environment

Component 2A: Creating an Environment of Respect and Rapport

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 2A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2B: Establishing a Culture of Learning

Year 1 Rating (Mini):	
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Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 2B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2C: Managing Classroom Procedures

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 2C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2D: Managing Student Behavior

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 2D: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 2E: Organizing Physical Space

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 2E: (1=Ineffective, 2=Developing,	

3=Accomplished, 4=Exemplary)	
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Summative Rating for Domain 2 - Classroom Environment:

Any other comments on Domain 2:

Domain 3: Instruction

Component 3A: Communicating with Students

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 3A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 3B: Using Questioning Prompts & Discussion Techniques

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 3B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 3C: Engaging Students in Learning

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	

Summative Rating for 3C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Component 3D: Using Assessment in Instruction

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 3D: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 3E: Developing Flexibility & Responsiveness

Year 1 Rating (Mini):	
Year 2 Rating (Mini):	
Year 3 Rating (Full):	
Summative Rating for 3E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Summative Rating for Domain 3 - Instruction:

Any other comments on Domain 3:

Domain 4: Professional Responsibilities

Component 4A: Reflecting on Teaching

Evidence for 4A:	
Summative Rating for 4A: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4B: Maintaining Accurate Records

Evidence for 4B:	
Summative Rating for 4B: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4C: Communicating with Families

Evidence for 4C:	
Summative Rating for 4C: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4D: Participating in a Professional Community

Evidence for 4D:	
Summative Rating for 4D: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4E: Growing & Developing Professionally

Evidence for 4E:	
Summative Rating for 4E: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	

Component 4F: Showing Professionalism

Evidence for 4F:	
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Summative Rating for 4F: (1=Ineffective, 2=Developing, 3=Accomplished, 4=Exemplary)	
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Summative Rating for Domain 4 - Professional Responsibilities:

Any other comments on Domain 4:

Summary of Domain Ratings:

Domain 1 (Planning & Preparation):	
Domain 2 (Classroom Environment):	
Domain 3 (Instruction):	
Domain 4 (Professional Responsibilities):	

Criteria For Determining a Teacher's Summative Rating	
Two (2) or more Performance Measures are INEFFECTIVE	Summative rating is INEFFECTIVE
Three (3) of the Performance Measures are DEVELOPING	Performance rating is DEVELOPING
At least three (3) Performance Measures are ACCOMPLISHED	Performance Rating is ACCOMPLISHED
At least two (2) Performance Measures are EXEMPLARY and none are rated below ACCOMPLISHED	Performance Rating is EXEMPLARY

(School Year) Summative Rating:

Teacher

Date

Administrator

Date



Beechwood Cabinet Member Evaluation SCHOOL YEAR

Name: ADMINISTRATOR

Position: TITLE/POSITION

PSEL Standards

PSEL Standard 1: Mission, Vision, and Core Values			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 2: Ethics & Professional Norms			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 3: Equity & Cultural Responsiveness			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 4: Curriculum, Instruction, & Assessment			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 5: Community of Care & Support for Students			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 6: Professional Capacity of School Personnel			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 7: Professional Community for Teachers & Staff			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 8: Meaningful Engagement of Families & Community			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 9: Operations & Management			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

PSEL Standard 10: School/District Improvement			
Ineffective	Developing	Accomplished	Exemplary
Comments:			

CRITERIA FOR DETERMINING AN ADMINISTRATOR'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Two (2) or more standards are rated as INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
At least five (5) standards are rated as DEVELOPING	Professional Practice Rating shall be DEVELOPING
At least five (5) standards are rated as ACCOMPLISHED and no standard is rated below DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
At least five (5) standards are rated as EXEMPLARY and no standard is rated below ACCOMPLISHED	Professional Practice Rating shall be EXEMPLARY

Overall Rating:

Overall Comments:

Supervisor: _____ **Date:** _____

Administrator: _____ **Date:** _____

Counselor Evaluation for: [Counselor Name]

Beechwood High School

Administrator:

Date of Conference:

Time of Conference:

Domain 1: Planning and Preparation

Component 1A: Demonstrating knowledge of counseling theory and techniques

Evidence for 1A:	
Summative Rating for 1A:	

Component 1B: Demonstrating knowledge of child and adolescent development

Evidence for 1B:	
Summative Rating for 1B:	

Component 1C: Establishing goals for the counseling program appropriate to the setting and the students served

Evidence for 1C:	
Summative Rating for 1C:	

Component 1D: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Evidence for 1D:	
Summative Rating for 1D:	

Component 1E: Plan in the counseling program integrated with the regular school program

Evidence for 1E:	
Summative Rating for 1E:	

Component 1F: Developing a plan to evaluate the counseling program

Evidence for 1F:	
Summative Rating for 1F:	

Summative Rating for Domain 1 - Planning & Preparation:

Any other comments on Domain 1:

Domain 2: The Environment

Component 2A: Creating an environment of respect and rapport

Evidence for 2A:	
Summative Rating for 2A:	

Component 2B: Establishing a culture for productive communication

Evidence for 2B:	
Summative Rating for 2B:	

Component 2C: Managing routines and procedures

Evidence for 2C:	
Summative Rating for 2C:	

Component 2D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school

Evidence for 2D:	
Summative Rating for 2D:	

Component 2E: Organizing physical space

Evidence for 2E:	
Summative Rating for 2E:	

Summative Rating for Domain 2 - The Environment:

Any other comments on Domain 2:

Domain 3: Delivery of Service

Component 3A: Assessing student needs

Evidence for 3A:	
Summative Rating for 3A:	

Component 3B: Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs

Evidence for 3B:	
Summative Rating for 3B:	

Component 3C: Using counseling techniques for individual and classroom programs

Evidence for 3C:	
Summative Rating for 3C:	

Component 3D: Brokering resources to meet needs

Evidence for 3D:	
Summative Rating for 3D:	

Component 3E: Demonstrating flexibility and responsiveness

Evidence for 3E:	
Summative Rating for 3E:	

Summative Rating for Domain 3 - Delivery of Service:

Any other comments on Domain 3:

Domain 4: Professional Responsibilities

Component 4A: Reflecting on practice

Evidence for 4A:	
Summative Rating for 4A:	

Component 4B: Maintaining records and submitting them in a timely fashion

Evidence for 4B:	
Summative Rating for 4B:	

Component 4C: Communicating with families

Evidence for 4C:	
Summative Rating for 4C:	

Component 4D: Participating in a professional community

Evidence for 4D:	
Summative Rating for 4D:	

Component 4E: Engaging in professional development

Evidence for 4E:	
Summative Rating for 4E:	

Component 4F: Showing professionalism

Evidence for 4F:	
Summative Rating for 4F:	

Summative Rating for Domain 4 - Professional Responsibilities:

Any other comments on Domain 4:

Summary of Domain Ratings:

Domain 1 (Planning & Preparation):	
Domain 2 (The Environment):	
Domain 3 (Delivery of Service):	
Domain 4 (Professional Responsibilities):	

Criteria For Determining a Teacher's Summative Rating	
Two (2) or more Performance Measures are INEFFECTIVE	Summative rating is INEFFECTIVE
Three (3) of the Performance Measures are DEVELOPING	Performance rating is DEVELOPING
At least three (3) Performance Measures are ACCOMPLISHED	Performance Rating is ACCOMPLISHED
At least two (2) Performance Measures are EXEMPLARY and none are rated below ACCOMPLISHED	Performance Rating is EXEMPLARY

[School Year] Summative Rating:

Counselor

Date

Administrator

Date

Library/Media Specialist Evaluation for: [Staff Name]

Beechwood High School

Administrator:

Date of Conference:

Time of Conference:

Domain 1: Planning and Preparation

Component 1A: Demonstrating knowledge of content, curriculum, and process

Evidence for 1A:	
Summative Rating for 1A:	

Component 1B: Demonstrating knowledge of students

Evidence for 1B:	
Summative Rating for 1B:	

Component 1C: Supporting instructional goals

Evidence for 1C:	
Summative Rating for 1C:	

Component 1D: Demonstrating knowledge and use of resources

Evidence for 1D:	
Summative Rating for 1D:	

Component 1E: Demonstrating a knowledge of literature and lifelong learning

Evidence for 1E:	
Summative Rating for 1E:	

Component 1F: Collaborating in the design of instructional experiences

Evidence for 1F:	
Summative Rating for 1F:	

Summative Rating for Domain 1 - Planning & Preparation:

Any other comments on Domain 1:

Domain 2: The Library Environment

Component 2A: Creating an environment of respect and rapport

Evidence for 2A:	
Summative Rating for 2A:	

Component 2B: Establishing a culture for learning

Evidence for 2B:	
Summative Rating for 2B:	

Component 2C: Managing library procedures

Evidence for 2C:	
Summative Rating for 2C:	

Component 2D: Managing student behavior

Evidence for 2D:	
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Summative Rating for 2D:	
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Component 2E: Organizing physical space

Evidence for 2E:	
Summative Rating for 2E:	

Summative Rating for Domain 2 - Library Environment:

Any other comments on Domain 2:

Domain 3: Instruction/Delivery of Service

Component 3A: Communicating clearly and accurately

Evidence for 3A:	
Summative Rating for 3A:	

Component 3B: Using questioning and research techniques

Evidence for 3B:	
Summative Rating for 3B:	

Component 3C: Engaging students in learning

Evidence for 3C:	
Summative Rating for 3C:	

Component 3D: Assessment in instruction

Evidence for 3D:	
Summative Rating for 3D:	

Component 3E: Demonstrating flexibility and responsiveness

Evidence for 3E:	
Summative Rating for 3E:	

Summative Rating for Domain 3 - Instruction/Delivery of Service:

Any other comments on Domain 3:

Domain 4: Professional Responsibilities

Component 4A: Reflecting on practice

Evidence for 4A:	
Summative Rating for 4A:	

Component 4B: Maintaining accurate records

Evidence for 4B:	
Summative Rating for 4B:	

Component 4C: Communicating with school staff and community

Evidence for 4C:	
Summative Rating for 4C:	

Component 4D: Participating in a professional community

Evidence for 4D:	
Summative Rating for 4D:	

Component 4E: Growing and developing professionally

Evidence for 4E:	
Summative Rating for 4E:	

Component 4F: Collection development and maintenance

Evidence for 4F:	
Summative Rating for 4F:	

Component 4G: Managing the library budget

Evidence for 4G:	
Summative Rating for 4G:	

Component 4H: Managing personnel

Evidence for 4H:	
Summative Rating for 4H:	

Component 4I: Professional ethics

Evidence for 4I:	
Summative Rating for 4I:	

Summative Rating for Domain 4 - Professional Responsibilities:

Any other comments on Domain 4:

Summary of Domain Ratings:

Domain 1 (Planning & Preparation):	
Domain 2 (Library Environment):	
Domain 3 (Instruction/Delivery of Service):	
Domain 4 (Professional Responsibilities):	

Criteria For Determining a Teacher's Summative Rating	
Two (2) or more Performance Measures are INEFFECTIVE	Summative rating is INEFFECTIVE
Three (3) of the Performance Measures are DEVELOPING	Performance rating is DEVELOPING
At least three (3) Performance Measures are ACCOMPLISHED	Performance Rating is ACCOMPLISHED
At least two (2) Performance Measures are EXEMPLARY and none are rated below ACCOMPLISHED	Performance Rating is EXEMPLARY

[School Year] Summative Rating:

Library/Media Specialist

Date

Administrator

Date

PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Evaluator	

Pre-Conference

Questions for Consideration:	
What is your identified student learning target(s)?	
How will the students know the learning target?	
Which skills will you embed from our EDGE program core concepts? How? <i>Sustain inquiry, communication & collaboration, plan & be strategic, excellence of outcomes, think critically & creatively, research & data analysis, and reflect & grow.</i>	
How will you actively engage the students in the learning? <i>“Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it.” - Charlotte Danielson</i>	
How will you differentiate instruction for individuals or groups of students?	
How will you assess throughout the lesson?	
Will you be incorporating writing in this lesson? If so, how?	
How does this lesson fall in your curriculum map? Are you on pace with your plan for the year?	
Is there anything that you would like me to specifically observe during the lesson?	

POST-OBSERVATION DOCUMENT

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

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

Did the students achieve the learning targets? How do you know?	
What will you do for those students who did not achieve the learning targets?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature

Date

Evaluator's Signature

Date