

Berea Independent School District

3 Pirate Parkway Berea, KY 40403
(859) 986-8446

District Mission:

Our mission is to engage students, families, and the community in creating a safe, innovative learning environment that nurtures, challenges and educates each student to be a fulfilled, responsible citizen in a diverse society.

Certified Personnel Evaluation Plan



CEP Committee Members

Administrator Representatives:

Dr. Ryan Neaves, Superintendent
Tim Molton, Director of Academics/District Contact
Kelly Caldwell, Berea Middle/High School Principal
Casey Poynter, Berea Elementary Principal
Jennifer Whitt, Director of Gifted Children
Nathan Sweet, District Finance Director
Natasha Johnson, FRYSC Director

Teacher Representatives:

Emma Fraley, Berea Elementary School
Letitia Daugherty, Berea Elementary School
Jennifer Hodson, Berea Middle School
Angela West, Berea Middle School
Matthew Jenkins, Berea High School
Joshua Woodward, Berea High School
Travis Blankenship, Berea High School

Approved by the Berea Board of Education July 21, 2025
Equal Education and Employment Institution

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ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Berea Independent Schools 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 (KRS 156.557). (See members on the cover of the plan.)

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 17, 2024. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Professional Code of Ethics for Kentucky Certified School Personnel

Certified School Personnel in the Commonwealth:

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

To Students:

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

To Parents:

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

To the Education Profession:

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

Evaluation Events and Timeline

| Evaluation Event: | Timeline: |
|---|--|
| Orientation and Discussion of Evaluation Plan | First 30 calendar days of employment |
| <ul style="list-style-type: none"> Professional Growth Plan established Self-Reflection turned in | <ul style="list-style-type: none"> September 30th (45 days from hire for late hires) September 15th (45 days from hire for late hires) |
| <ul style="list-style-type: none"> PGP revised or reviewed during summative conference. | <ul style="list-style-type: none"> April 30th |
| <ul style="list-style-type: none"> Pre-Observation Conference | <ul style="list-style-type: none"> Prior to each observation. Usually 5 days prior to observation. Can be done digitally or in person. |
| <ul style="list-style-type: none"> Post-Observation Conference | <ul style="list-style-type: none"> Within five (5) working days of observation. Must be in person. |
| <ul style="list-style-type: none"> Formal and Informal Observation and Data Collection | <ul style="list-style-type: none"> On-going throughout the school year. |
| <ul style="list-style-type: none"> Teacher Request for Third-Party Observer | <ul style="list-style-type: none"> February 15th |
| <ul style="list-style-type: none"> Summative Evaluation Forms of all Classified Employees due to the Superintendent | <ul style="list-style-type: none"> April 1st |
| <ul style="list-style-type: none"> Summative Evaluation Forms of School and District Administrators, Instructional Coach, Behavior Specialist, GT Coordinator, DPP, Special Services Director others in Leadership due to Superintendent | <ul style="list-style-type: none"> June 30th |
| <ul style="list-style-type: none"> Appeal of Summative Evaluation | <ul style="list-style-type: none"> Within five (5) working days of receipt of the summative evaluation |
| <ul style="list-style-type: none"> Documents Submitted for Appeals Hearing | <ul style="list-style-type: none"> Five (5) working days prior to hearing |
| <ul style="list-style-type: none"> Evaluator and Evaluatee Receive Copies of all Documents Submitted to the Appeals Panel | <ul style="list-style-type: none"> At least five (5) working days prior to hearing |
| <ul style="list-style-type: none"> Recommendation of Appeals Panel Due to the Superintendent | <ul style="list-style-type: none"> Within fifteen (15) working days of receipt of the appeal |
| <ul style="list-style-type: none"> Superintendent Shall Take Action on Appeals Panel Recommendation | <ul style="list-style-type: none"> Within three (3) working days of receipt of recommendation |
| <ul style="list-style-type: none"> Training or Re-Certification of Evaluators | <ul style="list-style-type: none"> Per KRS requirements KRS 156.557 |

| Evaluation Event: | Timeline: |
|--|---|
| <ul style="list-style-type: none"> Timeline for Tenured Teachers <i>The system shall require summative evaluations at least once every five (5) years for a teacher or other professional who has attained continuing service status under KRS 161.740 or continuing status under 11 KRS 156.800(7), principals, assistant principals, and other certified 12 administrators.</i> | <ul style="list-style-type: none"> Full observation by April 30th. Summative Evaluation at the end of each 5-year cycle. <i>Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional based upon a case-by-case analysis of the performance criteria.</i> |
| <ul style="list-style-type: none"> Timeline for Non-Tenured | <ul style="list-style-type: none"> First Full Observation by December 31st Second Full Observation and Summative Conference by April 15th |
| <ul style="list-style-type: none"> Timeline for Certified Summative Forms Submitted to District | <ul style="list-style-type: none"> Summative Forms will be submitted to the Superintendent or Designee by May 15th. Principals should keep a copy. |

Process and Procedures for Certified Personnel Evaluation

Evaluation is:

The process of assessing or determining the effectiveness of performances and products to:

- promote the continuation of professional competence
- identify areas for professional growth
- assist in making personnel decisions for the purpose of improving instruction, curriculum, assessment, and other professional responsibilities.

Professional Growth is:

The continuous process of individual improvement to:

- enhance strengths
- correct weaknesses
- identify development activities for the purpose of improving performances that directly affect student achievement

Development of the Evaluation Plan:

The Superintendent shall recommend, for Board approval, an evaluation system for all certified employees, which is in compliance with Kentucky Statutes and Kentucky Administrative Regulations.

The Superintendent shall designate a district office administrator as the evaluation contact person. This administrator will serve as the liaison between the district and the Kentucky Department of Education in matters related to the district's evaluation process.

The evaluation plan will be developed by a committee of an equal number of teachers and administrative representatives.

The district evaluation contact person will serve as chairperson of the committee.

The committee will review the evaluation plan annually.

Performance Criteria:

1. The Kentucky Framework for Teaching will be used for teacher evaluations. All performance criteria are aligned to the four performance measures (Planning, Environment, Instruction, Professionalism). 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.
2. The Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals will be used for guidance counselor, librarian, speech and instructional specialist evaluations. 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.
3. The Professional Standards for Educational Leaders will be used for principal and assistant principal evaluations. 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.
4. The district approved evaluation standard criteria will be used to evaluate district certified personnel that are not in the role of teacher, principal, assistant principal, or superintendent in the following categories: Vision; School Climate and Culture; Management; Collaboration; Integrity, Fairness and Ethics; & Political, Economic and Legal. 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.

Sources of Evidence:

Sources of evidence for all certified evaluations will include Professional Growth Planning / Self-Reflection and Observations or Site Visits, and Conferences. Other sources of evidence may include other measures of student learning and/or Products of Practice. Professional Growth Plans, Self-Reflection, Observations, and Summative Evaluations will be documented on district approved forms. (See appendix.)

1. All certified personnel will complete a Professional Growth Plan annually. It will be reviewed by the evaluator and discussed with the evaluatee.
2. Each certified employee is responsible for developing, submitting, and/or updating an Individual Professional Growth Plan annually. The Professional Growth Plan should be carefully aligned with the school and district improvement plans. The PGP would be completed within the first 45 days of the first day of work. The Superintendent's Professional Growth shall be developed pursuant to KRS 156.111
3. Each certified employee shall be evaluated on a regular cycle as follows:
 - a. Kentucky Teacher Interns shall receive a minimum 3 formative observations and conferences. Teacher Intern evaluations shall be transferred onto the district approved Summative Evaluation Form. Information gathered as a part of the intern process shall be used to complete the district approved summative evaluation process.
 - b. Non-Tenured Teacher shall receive a minimum of 2 formative observations and conferences and a summative conference annually. Self-reflection should occur throughout the year.

- c. Tenured Teachers shall receive a minimum of the following: One (1) formative observation and post-observation conference annually and a summative evaluation and conference every five (5) years.
 - d. Administrators and counselors shall receive a minimum of one observation/site visit and summative conference annually. They will complete mid-year review and self-reflections. District Administrators shall receive one summative conference annually.
 - e. If a certified employee receives an unsatisfactory evaluation, it will become necessary to conduct additional formal observations in order for the evaluatee to display progress toward the goals of the Corrective Action Plan.
4. At the request of a teacher, observations by another teacher trained in the teacher's content area may be incorporated into the formative process for evaluating teachers. This request shall be submitted to the immediate supervisor no later than February 15th. Peer Observers will be trained in peer observation techniques by the district evaluation contact.
 5. Prior to the required formative observations, there shall be a pre-observation conference. The content of this pre-observation conference is delineated in the pre-observation conference form that is to be completed by the evaluatee.
 6. A post-conference shall be held between the evaluator and evaluatee after each formative evaluation. This conference shall be held within five working days following each formal observation. The evaluatee shall receive a copy of the formative evaluation documents.
 7. Administrators, including principals, will have a site visit and conference held within five to seven working days of the site visit if the conference cannot be held at the same time as the site visit.
 8. All monitoring or observation of performance of certified employees shall be conducted openly and with full knowledge of the employee.

Evaluators:

1. The immediate supervisor, or supervisor designee, shall be designated as the primary evaluator.
2. Primary evaluators, with the exception of the Board of Education members, shall be trained per state and district requirements prior to observations and evaluation, including Initial Certified Evaluation Training and testing provided by KDE or approved provider. Evaluators will also have a minimum of six hours annually of EILA-approved evaluation training. Observation training will be provided prior to conducting any observations.
3. Evaluator annual training includes topics such as effective observation and conference techniques, clear and timely feedback, assistance with Professional Growth Plans, summative decision techniques and observation practice to ensure consistent and reliable ratings between evaluators.
4. All evaluators will meet the CEP training requirements prior to conducting a formative or summative evaluation.
5. Teachers who serve as peer observers as requested by a teacher will have training on observation and conference techniques. The training will be scheduled by the Evaluation Plan Contact prior to first observation.

Performance Measure Rating:

1. Performance rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Framework for Personnel Evaluation for certified personnel below the level of superintendent.

2. Evaluators will give a rating for each of the performance measures of Planning, Environment, Instruction, and Professionalism.
3. Evaluators will use evidences in combination with professional judgment to inform the evaluatee's rating for each performance measure:
 - a. Exemplary - consistently exceeds expectations for effective performance. Accomplished – consistently meets expectations for effective performance.
 - b. Developing – inconsistently meets expectations for effective performance.
 - c. Ineffective – consistently fails to meet expectations for effective performance.

Summative Rating:

1. Summative rating means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
2. The overall performance category for certified personnel below the level of superintendent shall be a rating based upon the four performance measure ratings.
3. A summative conference shall occur at the end of the evaluation cycle for the purpose of analyzing all evaluation data collected and reviewing the Individual Professional Growth Plan.
4. A summative evaluation, including conclusions from all evaluation data, shall be completed at the end of the evaluation cycle as a written evaluation report. A copy of the completed evaluation report and the Individual Professional Growth Plan will be provided to the evaluatee. A second copy of each will be kept on file at the school, and the original of each shall be filed in the official personnel file at the central office.
5. Criteria for Determining a Teacher's and Other Professionals Summative "Professional Practice Rating":
 - a. If Measures for Environment AND Instruction are rated "Ineffective", then the Professional Practice Rating shall be "Ineffective".
 - b. If Measures for Planning or Professionalism are rated "Ineffective", then the Professional Practice Rating shall not be "Exemplary".
 - c. If two Measures are rated "Developing" and two Measures are rated "Accomplished", then the Professional Practice rating shall be "Accomplished".
 - d. If two Measures are rated "Developing" and two Measures are rated "Exemplary", then the Professional Practice rating shall be "Accomplished".
 - e. If two Measures are rated "Accomplished" and two Measures are rated "Exemplary", then the Professional Practice rating shall be "Exemplary".
6. Criteria for Determining a Principal, Assistant Principal and Other Administrators Professional Practice Rating:
 - a. If any of the Measures is marked "Ineffective", then the Summative Overall Professional Practice Rating shall not be "Exceeds".

Procedural Guidelines for Evaluation:

1. Certified employees will be provided with an orientation session regarding the evaluation process.
 - a) The orientation will be conducted by one of the following individuals: the principal, assistant principal, the district evaluation contact person, and/or the instructional supervisor.
 - b) The orientation will occur no later than the end of the first 30 calendar days of reporting for employment at the beginning of each school year. If employment occurs after the first day of the school calendar, orientation will occur within one month of employment.
 - c) No observation shall take place prior to the orientation session.
2. Any certified employee who feels the summative evaluation by the evaluator is not an accurate assessment of their performance, either by substance or procedure, may file an appeal with the District Certified Personnel Evaluation Appeals Panel. The appropriate form for the request and the appeals process and hearing procedures are found in this document.
3. Each evaluatee has the opportunity to submit a written response to each formal evaluation at the conclusion of the evaluation conference. This response becomes part of the official personnel file.
4. A Corrective Action Plan is developed by the evaluator to address specific concern in employee performance. Once the Corrective Action Plan has been implemented, there is more frequent monitoring by the evaluator and specific assistance is provided to improve performance. When the concern has been corrected, the employee moves back to the regular evaluation cycle.
5. The evaluator may choose to implement an Assistance Team when there is no improvement through the Corrective Action Plan. The team shall work specifically with the evaluatee, in a non-evaluative role, to provide additional help. If the standard is not met, the district may choose to terminate the employment of the certified employee.

Appeals Process (Board Policy 03.18):

1. All certified school employees, except the Superintendent, have the right to a local appeal panel hearing regardless of the rating on the evaluation. The Superintendent must make his/her appeal to the Board of Education or through a judicial process.

The appeals panel shall consist of three certified employees of Berea Independent School District.

Election:

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

Terms:

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

Chairperson:

The chairperson of the panel shall be the certified employee appointed by the Board. An appeal by a certified employee shall meet the following guidelines:

Appeal to Panel:

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing, to review documents that are to be presented to the District evaluation appeals panel, and may have representation of their choosing.

Appeal Form:

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

Conflicts of Interests:

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

Burden of Proof:

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

Hearing:

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

Panel Decision:

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent. A certified employee may appeal to the Kentucky Board of Education in accordance with applicable Kentucky law and regulation.

FORMS

Teacher Name: _____ School: _____

Teacher Self-Reflection

| 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 | |

Professional Growth Plan

Teacher: _____ School: _____ Year: _____

| Connection to Standards | | |
|---|---|--------------------------|
| What standard does your goal relate? | | |
| | | |
| Professional Learning Goal Statement | | |
| What do I want to change that will effectively impact student learning? What is my personal learning necessary to make that change? | | |
| | | |
| Action Plan | | |
| 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 |
| | | |
| | | |
| | | |
| Evaluator's Signature of Approval | | Date: |

| | |
|---------------------------|-------|
| Year End Review Comments: | |
| Evaluatee's Signature: | Date: |
| Evaluator's Signature: | Date: |

Pre-Observation Form

| | |
|-------------------------------|--|
| Teacher | |
| School | |
| Grade Level/Subject(s) | |
| Observer | |
| Date of Conference | |
| Date of Observation | |

| Questions | Notes |
|---|-------|
| What is your identified student learning target(s)? Which standard(s) are the targets aligned with? | |
| What unit does this lesson fit within? | |
| How does this lesson fit in the sequence of learning for this class? | |
| Briefly describe the students in this class, including those with special needs. (IEP, ELL, 504 and/or Gifted) | |
| What will you do to purposefully engage students? 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 formatively assess the students so you know they have achieved the learning targets? | |
| Is there anything that you would like me to specifically observe during the lesson? | |

Please attach the lesson plan and any appropriate student handouts.

| | | | |
|------------------------------|---------------|-------------------------------|---------------|
| _____ Teacher's Signature | _____ Date | _____ Observer's Signature | _____ Date |
|------------------------------|---------------|-------------------------------|---------------|

Post-Observation Form

| | |
|-------------------------------|--|
| Teacher | |
| School | |
| Grade Level/Subject(s) | |
| Observer | |
| Date of Conference | |
| Date of Observation | |

| Questions | Notes |
|--|--------------|
| Based on the data you have gathered, did the students achieve the learning target(s)? How do you know, and what will you do for those students who did not? | |
| In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for the success of the lesson at meeting the learning target(s)? | |
| To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning? | |
| Did you depart from your plan? If so, how and why? | |
| After reflecting on the lesson, if you choose to teach this lesson again next year, what will you differently? Why? | |
| What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? | |

| | | | |
|---------------------|------|----------------------|------|
| | | | |
| Teacher's Signature | Date | Observer's Signature | Date |

TEACHER FORMATIVE OBSERVATION REPORT

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

| Standards/Performance Criteria | Performance/Products of Practice Ratings | | | | |
|--|--|------------|--------------|-----------|------------------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| Measure 1: Planning and Preparation | | | | | Discussed |
| 1.A Knowledge of Content and Pedagogy | | | | | |
| 1.B Demonstrating Knowledge of Students | | | | | |
| 1.C Setting Instructional Outcomes | | | | | |
| 1.D Demonstrating Knowledge of Resources | | | | | |
| 1.E Designing Coherent Instruction | | | | | |
| 1.F Designing Student Assessments | | | | | |
| Overall Rating | | | | | |
| Measure 2: The Classroom Environment | | | | | Discussed |
| 2.A Creating an Environment of Respect and Rapport | | | | | |
| 2.B Establishing a Culture for Learning | | | | | |
| 2.C Managing Classroom Procedures | | | | | |
| 2.D Managing Student Behavior | | | | | |
| 2.E Organizing Physical Space | | | | | |
| Overall Rating | | | | | |
| Measure 3: Instruction | | | | | Discussed |
| 3.A Communicating with Students | | | | | |
| 3.B Questioning and Discussion Techniques | | | | | |
| 3.C Engaging Students in Learning | | | | | |
| 3.D Using Assessment in Instruction | | | | | |
| 3.E Demonstrating Flexibility and Responsiveness | | | | | |
| Overall Rating | | | | | |
| Measure 4: Professional Responsibilities | | | | | Discussed |
| 4.A Reflecting on Teaching | | | | | |
| 4.B Maintaining Accurate Records | | | | | |
| 4.C Communicating with Families | | | | | |
| 4.D Participating in a Professional Community | | | | | |
| 4.E Growing and Developing Professionally | | | | | |
| 4.F Showing Professionalism | | | | | |
| Overall Rating | | | | | |

Overall Rating: _____

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

Agreement with the contents is not necessarily implied by signature.

EVIDENCE TO SUPPORT SCORING OF STANDARDS

| |
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If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

TEACHER SUMMATIVE EVALUATION FORM

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

Tenured_____Non-Tenured_____

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

School/Work Site _____

Date(s) of Observation(s) 1st 2nd 3rd

Date(s) of Conference(s) 1st 2nd 3rd

Criteria for Determining a Teacher's Professional Practice Rating:

If Measure 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective. If

Measure 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.

If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|--|-------------|------------|--------------|-----------|
| Measure 1: Planning and Preparation | | | | |
| Measure 2: Classroom Environment | | | | |
| Measure 3: Instruction | | | | |
| Measure 4: Professional Responsibilities | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature

Date _____

Evaluator:

Signature

Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Berea Schools Certified Personnel Evaluation Plan.

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

LIBRARY MEDIA SPECIALIST FORMATIVE OBSERVATION/SITE VISIT REPORT

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

| Standards/Performance Criteria | Performance/Products of Practice Ratings | | | | Discussed |
|---|--|------------|--------------|-----------|-----------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| Measure 1: Planning and Preparation | | | | | |
| 1.A Demonstrating Knowledge of Content Curriculum and Process | | | | | |
| 1.B Demonstrating Knowledge of Students | | | | | |
| 1.C Supporting Instructional Goals | | | | | |
| 1.D Demonstrating Knowledge and Use of Resources | | | | | |
| 1.E Demonstrating Knowledge of Literature and Lifelong Learning | | | | | |
| 1.F Collaborating in the Design of Instructional Experiences | | | | | |
| Overall Rating | | | | | |
| Measure 2: The Library Environment | | | | | |
| 2.A Creating an Environment of Respect and Rapport | | | | | |
| 2.B Establishing a Culture for Learning | | | | | |
| 2.C Managing Library Procedures | | | | | |
| 2.D Managing Student Behavior | | | | | |
| 2.E Organizing Physical Space | | | | | |
| Overall Rating | | | | | |
| Measure 3: Instruction/Delivery of Service | | | | | |
| 3.A Communicating Clearly and Accurately | | | | | |
| 3.B Using Questioning and Research Techniques | | | | | |
| 3.C Engaging Students in Learning | | | | | |
| 3.D Assessment in Instruction (whole-class, one-on-one and small group) | | | | | |
| 3.E Demonstrating Flexibility and Responsiveness | | | | | |
| Overall Rating | | | | | |
| Measure 4: Professional Responsibilities | | | | | |
| 4.A Reflecting on Practice | | | | | |
| 4.B Maintaining Accurate Records | | | | | |
| 4.C Communicating with School Staff and Community | | | | | |
| 4.D Participating in a Professional Community | | | | | |
| 4.E Growing and Developing Professionally | | | | | |
| 4.F Collection Development and Maintenance | | | | | |
| 4.G Managing the Library Budget | | | | | |
| 4.H Managing Personnel | | | | | |
| 4.I Professional Ethics | | | | | |
| Overall Rating | | | | | |

Overall Rating: _____

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

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EVIDENCE TO SUPPORT SCORING OF STANDARDS

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| LIBRARY MEDIA SPECIALIST SUMMATIVE EVALUATION FORM | |
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(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Tenured_____Non-Tenured_____

Evaluatee _____ Position _____

Evaluator_____ **Position**_____

School/Work Site _____

Date(s) of Observation(s) 1st 2nd 3rd

Date(s) of Conference(s) 1st 2nd 3rd

Criteria for Determining a Teacher's Professional Practice Rating:

If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective. If

Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.

If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|--|-------------|------------|--------------|-----------|
| Measure 1: Planning and Preparation | | | | |
| Measure 2: Library Environment | | | | |
| Measure 3: Instruction/Delivery of Service | | | | |
| Measure 4: Professional Responsibilities | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

Evaluatee: ☐ Agree with this summative evaluation

 Signature

☐ Disagree with this summative evaluation

Date

Evaluator: _____

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Berea Schools Certified Personnel Evaluation Plan.

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

COUNSELOR FORMATIVE SITE VISIT REPORT

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

| Standards/Performance Criteria | Performance/Products of Practice Ratings | | | | |
|---|--|------------|--------------|-----------|------------------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| Measure 1: Planning and Preparation | | | | | Discussed |
| 1.A Demonstrating Knowledge of Counseling Theory and Techniques | | | | | |
| 1.B Demonstrating Knowledge of Child and Adolescent Development | | | | | |
| 1.C Establishing Goals for Counseling Program Appropriate to the Setting | | | | | |
| 1.D Demonstrating Knowledge of State/Federal Regulations | | | | | |
| 1.E Counseling Program Integrated with the Regular School Program | | | | | |
| 1.F Developing a Plan to Evaluate the Counseling Program | | | | | |
| Overall Rating | | | | | |
| Measure 2: The Environment | | | | | Discussed |
| 2.A Creating an Environment of Respect and Rapport | | | | | |
| 2.B Establishing a Culture for Productive Communication | | | | | |
| 2.C Managing Routines and Procedures | | | | | |
| 2.D Establishing Standards of Conduct and Contribute to the Culture of Behavior | | | | | |
| 2.E Organizing Physical Space | | | | | |
| Overall Rating | | | | | |
| Measure 3: Delivery of Service | | | | | Discussed |
| 3.A Assessing Student Needs | | | | | |
| 3.B Assisting Students with Academic, Personal, and Career Goals | | | | | |
| 3.C Using Counseling Techniques in Individual and Classroom Programs | | | | | |
| 3.D Brokering Resources to Meet Needs | | | | | |
| 3.E Demonstrating Flexibility and Responsiveness | | | | | |
| Overall Rating | | | | | |
| Measure 4: Professional Responsibilities | | | | | Discussed |
| 4.A Reflecting on Practice | | | | | |
| 4.B Maintaining Accurate Records and Submitting in a Timely Fashion | | | | | |
| 4.C Communicating with Families | | | | | |
| 4.D Participating in a Professional Community | | | | | |
| 4.E Engaging in Professional Development | | | | | |
| 4.F Showing Professionalism | | | | | |
| Overall Rating | | | | | |

Overall Rating: _____

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

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EVIDENCE TO SUPPORT SCORING OF STANDARDS

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COUNSELOR SUMMATIVE EVALUATION FORM

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

Tenured_____Non-Tenured_____

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date of Site Visit(s) _____

Date(s) of Conference(s) _____

Criteria for Determining a Teacher's Professional Practice Rating:

If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective. If

Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.

If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|--|-------------|------------|--------------|-----------|
| Measure 1: Planning and Preparation | | | | |
| Measure 2: The Environment | | | | |
| Measure 3: Delivery of Service | | | | |
| Measure 4: Professional Responsibilities | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature

Date

Evaluator:

Signature

Date _____

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

CERTIFIED SPEECH THERAPIST FORMATIVE OBSERVATION/SITE VISIT REPORT

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

| Standards/Performance Criteria | Performance/Products of Practice Ratings | | | | |
|---|--|------------|--------------|-----------|------------------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| Measure 1: Planning and Preparation | | | | | Discussed |
| 1.A Demonstrating Knowledge and Skill in Specialist Therapy Area | | | | | |
| 1.B Establishing Goals for Therapy Program Appropriate to Setting/Student | | | | | |
| 1.C Demonstrating Knowledge of District, State and Federal Guidelines | | | | | |
| 1.D Demonstrating Knowledge of Resources | | | | | |
| 1.E Planning the Therapy Program within the Regular School Program | | | | | |
| 1.F Developing a Plan to Evaluation the Specialist Therapy Program | | | | | |
| Overall Rating | | | | | |
| Measure 2: The Environment | | | | | Discussed |
| 2.A Establishing Rapport with Students | | | | | |
| 2.B Organizing Time Effectively | | | | | |
| 2.C Establishing and Maintaining Clear Procedures for Referrals | | | | | |
| 2.D Establishing Standards of Conduct in the Treatment Center | | | | | |
| 2.E Organizing Physical Space for Testing and Providing Therapy | | | | | |
| Overall Rating | | | | | |
| Measure 3: Delivery of Service | | | | | Discussed |
| 3.A Responding to Referrals and Evaluating Student Needs | | | | | |
| 3.B Developing and Implementing Treatment Plans to Maximize Student Success | | | | | |
| 3.C Communicating with Families | | | | | |
| 3.D Collecting Information; Writing Reports | | | | | |
| 3.E Demonstrating Flexibility and Responsiveness | | | | | |
| Overall Rating | | | | | |
| Measure 4: Professional Responsibilities | | | | | Discussed |
| 4.A Reflecting on Practice | | | | | |
| 4.B Collaborating with Teachers and Administrators | | | | | |
| 4.C Maintaining an Effective Data Management System | | | | | |
| 4.D Participating in a Professional Community | | | | | |
| 4.E Engaging in Professional Development | | | | | |
| 4.F Showing Professionalism | | | | | |
| Overall Rating | | | | | |

Overall Rating: _____

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

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EVIDENCE TO SUPPORT SCORING OF STANDARDS

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CERTIFIED SPEECH THERAPIST SUMMATIVE EVALUATION FORM

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

| Tenured | Non-Tenured |
|---------|-------------|
| | |

| Evaluatee | Position |
|-----------|----------|
|-----------|----------|

| Evaluator | Position |
|-----------|----------|
|-----------|----------|

School/Work Site _____

Date(s) of Observation(s) 1st 2nd 3rd

| Date(s) of Conference(s) | 1 st | 2 nd | 3 rd |
|--------------------------|-----------------|-----------------|-----------------|
| | | | |

Criteria for Determining a Teacher's Professional Practice Rating:

If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective. If

Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.

If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|--|-------------|------------|--------------|-----------|
| Measure 1: Planning and Preparation | | | | |
| Measure 2: The Environment | | | | |
| Measure 3: Delivery of Service | | | | |
| Measure 4: Professional Responsibilities | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments:

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

Evaluee: ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

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INSTRUCTIONAL SPECIALIST FORMATIVE SITE VISIT REPORT

Tenured _____ Non-Tenured _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

| Standards/Performance Criteria | Performance/Products of Practice Ratings | | | | |
|--|--|------------|--------------|-----------|------------------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| Measure 1: Planning and Preparation | | | | | Discussed |
| 1.A Knowledge of Current Trends in Instruction and Professional Development | | | | | |
| 1.B Demonstrating Knowledge of School/District Program | | | | | |
| 1.C Establishing Goals for the Instructional Support Program | | | | | |
| 1.D Demonstrating Knowledge of Resources | | | | | |
| 1.E Planning the Instructional Support Program | | | | | |
| 1.F Developing a Plan to Evaluate the Instructional Support Program | | | | | |
| Overall Rating | | | | | |
| Measure 2: The Environment | | | | | Discussed |
| 2.A Creating an Environment of Trust and Respect | | | | | |
| 2.B Establishing a Culture for Ongoing Instructional Improvement | | | | | |
| 2.C Establishing Clear Procedures for Teachers to Gain Access to Support | | | | | |
| 2.D Establishing and Maintaining Norms of Behavior for Professional Interactions | | | | | |
| 2.E Organizing Physical Space for Workshops and Training | | | | | |
| Overall Rating | | | | | |
| Measure 3: Delivery of Service | | | | | |
| 3.A Collaborating with Teachers in the Design of Instructional Units and Lessons | | | | | |
| 3.B Engaging Teachers in Learning New Instructional Skills | | | | | |
| 3.C Sharing Expertise with Staff | | | | | |
| 3.D Locating Resources for Teachers to Support Instructional Improvement | | | | | |
| 3.E Demonstrating Flexibility and Responsiveness | | | | | |
| Overall Rating | | | | | |
| Measure 4: Professional Responsibilities | | | | | |
| 4.A Reflecting on Teaching | | | | | |
| 4.B Preparing and Submitting Budgets and Reports | | | | | |
| 4.C Coordinating Work with Other Instructional Specialists | | | | | |
| 4.D Participating in a Professional Community | | | | | |
| 4.E Engaging in Professional Development | | | | | |
| 4.F Showing Professionalism | | | | | |
| Overall Rating | | | | | |

Overall Rating: _____

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

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EVIDENCE TO SUPPORT SCORING OF STANDARDS

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INSTRUCTIONAL SPECIALIST SUMMATIVE EVALUATION FORM

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

Tenured_____Non-Tenured_____

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

School/Work Site _____

Date(s) of Observation(s) 1st 2nd 3rd

Date(s) of Conference(s) 1st 2nd 3rd

Criteria for Determining a Teacher's Professional Practice Rating:

If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective. If

Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.

If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.

If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|--|-------------|------------|--------------|-----------|
| Measure 1: Planning and Preparation | | | | |
| Measure 2: The Environment | | | | |
| Measure 3: Delivery of Service | | | | |
| Measure 4: Professional Responsibilities | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Evaluator:

Opportunities for appeal processes at both the local and state levels are a part of the Berea Schools Certified Personnel Evaluation Plan.

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PRINCIPAL/ASSISTANT PRINCIPAL/DISTRICT FORMATIVE APPRAISAL FORM

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This document is the summary of data collected for formative purposes.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Site Visit Date: _____

| Standards/Performance Criteria | Ineffective | Developing | Accomplished | Exemplary | Discussed |
|--|-------------|------------|--------------|-----------|-----------|
| Standard 1: Mission, Vision & Core Values <i>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> | | | | | |
| Standard 2: Ethics & Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i> | | | | | |
| Standard 3: Equity & Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's success and well-being.</i> | | | | | |
| Standard 4: Curriculum, Instructions & Assessment <i>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> | | | | | |
| Standard 5: Community of Care & Support for Students <i>Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i> | | | | | |
| Standard 6: Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's success and well-being.</i> | | | | | |
| Standard 7: Professional Community for Teachers & Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i> | | | | | |
| Standard 8: Meaningful Engagement of Families & Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's success and well-being.</i> | | | | | |
| Standard 9: Operations & Management <i>Effective educational leaders manage school operations and resources to promote each student's success and well-being.</i> | | | | | |
| Standard 10: School Improvement <i>Effective educational leaders act as agents of continuous improvement to promote each student's success and well-being.</i> | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |

Agreement with the contents is not necessarily implied by signature.

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

EVIDENCE TO SUPPORT SCORING OF STANDARDS

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

| Tenured | Non-Tenured |
|---|---|
| <p>1. <i>Journal of Applied Psychology</i></p> <p>2. <i>Journal of Experimental Psychology: Applied</i></p> <p>3. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i></p> <p>4. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>5. <i>Journal of Experimental Psychology: Principles and Applications</i></p> <p>6. <i>Journal of Experimental Psychology: Research</i></p> <p>7. <i>Journal of Experimental Psychology: Special Issues</i></p> <p>8. <i>Journal of Experimental Psychology: Human Information Processing</i></p> <p>9. <i>Journal of Experimental Psychology: Human Memory and Learning</i></p> <p>10. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>11. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>12. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>13. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>14. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>15. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>16. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>17. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>18. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>19. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>20. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> | <p>1. <i>Journal of Applied Psychology</i></p> <p>2. <i>Journal of Experimental Psychology: Applied</i></p> <p>3. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i></p> <p>4. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>5. <i>Journal of Experimental Psychology: Principles and Applications</i></p> <p>6. <i>Journal of Experimental Psychology: Research</i></p> <p>7. <i>Journal of Experimental Psychology: Special Issues</i></p> <p>8. <i>Journal of Experimental Psychology: Human Information Processing</i></p> <p>9. <i>Journal of Experimental Psychology: Human Memory and Learning</i></p> <p>10. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>11. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>12. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>13. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>14. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>15. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>16. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>17. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>18. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>19. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p>20. <i>Journal of Experimental Psychology: Human Perception and Performance</i></p> |

Evaluee _____ **Position** _____

| Evaluator | Position |
|-----------|----------|
|-----------|----------|

School/Work Site _____

Date of Site Visit(s) _____ **Date of Conference(s)** _____

Ratings:

| Principal Standards: | Ineffective | Developing | Accomplished | Exemplary |
|--|-------------|------------|--------------|-----------|
| 1. Mission, Vision & Core Values | | | | |
| 2. Ethics & Professional Norms | | | | |
| 3. Equity & Cultural Responsiveness | | | | |
| 4. Curriculum, Instruction & Assessment | | | | |
| 5. Community of Care & Support for Students | | | | |
| 6. Professional Capacity of School Personnel | | | | |
| 7. Professional Community for Teachers & Staff | | | | |
| 8. Meaningful Engagement of Families & Community | | | | |
| 9. Operations & Management | | | | |
| 10. School Improvement | | | | |
| Overall Rating | | | | |

Evaluatee's Comments:

Evaluator's Comments: _____

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

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

Signature

Date

Evaluator:

Signature

Date

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ADMINISTRATOR FORMATIVE APPRAISAL FORM

(Evaluator and evaluate discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This document is the summary of data collected for formative purposes.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Site Visit Date: _____

| Standards/Performance Criteria | Performance/Product/Portfolio Ratings | | | | |
|--|---------------------------------------|------------|--------------|-----------|------------------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| 1: Vision: The education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. | | | | | Discussed |
| 1.1. Collaboratively develops and implements a shared vision and mission. | | | | | |
| 1.2. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning. | | | | | |
| 1.3. Creates and implements plans to achieve goals. | | | | | |
| 1.4. Promotes continuous and sustainable improvement. | | | | | |
| 1.5. Monitors and evaluates progress and revises plans. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 2: School Culture and Learning: The education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | | | | | Discussed |
| 2.1. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations. | | | | | |
| 2.2. Creates a comprehensive, rigorous, and coherent curricular program. | | | | | |
| 2.3. Creates a personalized and motivating learning environment for students. | | | | | |
| 2.4. Supervises instruction. | | | | | |
| 2.5. Develops assessment and accountability systems to monitor student progress. | | | | | |
| 2.6. Develops the instructional and leadership capacity of staff. | | | | | |
| 2.7. Maximizes time spent on quality instruction. | | | | | |
| 2.8. Promotes the use of the most effective and appropriate technologies to support teaching and learning. | | | | | |
| 2.9. Monitors and evaluates the impact of the instructional program. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 3: Management: The education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. | | | | | Discussed |
| 3.1. Monitors and evaluates the management and operational systems. | | | | | |
| 3.2. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources. | | | | | |
| 3.3. Promotes and protects the welfare and safety of students and staff. | | | | | |
| 3.4. Develops the capacity for distributed leadership. | | | | | |
| 3.5. Ensures teacher and organizational time is focused to support quality instruction and student learning. | | | | | |
| 3.6. Modifies own professional development plan to improve instructional performance and to promote student learning. | | | | | |
| 3.7. Demonstrates punctuality and good attendance for all duties. | | | | | |
| 3.8. Adheres to school board policies and administrative procedures. | | | | | |
| 3.9. Adheres to the state professional code of ethics. | | | | | |
| 3.10. Performs other duties as assigned and meets local school district job expectations and requirements in job description. | | | | | |

| | | | | | |
|--|--|------------|--------------|-----------|------------------|
| Overall rating for Summative Evaluation Form | | | | | |
| Standards/Performance Criteria | Performance/Product/Portfolio Ratings | | | | |
| 4: Collaboration: The education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. | Ineffective | Developing | Accomplished | Exemplary | Discussed |
| 4.1. Collects and analyzes data and information pertinent to the educational environment. | | | | | |
| 4.2. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. | | | | | |
| 4.3. Builds and sustains positive relationships with families and caregivers. | | | | | |
| 4.4. Builds and sustains productive relationships with community partners. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 5: Integrity, Fairness, Ethics: The education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. | Ineffective | Developing | Accomplished | Exemplary | Discussed |
| 5.1. Ensures a system of accountability for every student's academic and social success. | | | | | |
| 5.2. Models principles of self-awareness, reflective practice, transparency, and ethical behavior. | | | | | |
| 5.3. Safeguards the values of democracy, equity, and diversity. | | | | | |
| 5.4. Considers and evaluates the potential, moral and legal consequences of decision-making. | | | | | |
| 5.5. Promotes social justice and ensures that individual student needs inform all aspects of schooling. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 6. Political, Economic, Legal: The education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. | Ineffective | Developing | Accomplished | Exemplary | Discussed |
| 6.1 Advocates for children, families, and caregivers. | | | | | |
| 6.2. Acts to influence local, district, state, and national decisions affecting student learning. | | | | | |
| 6.3 Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |

Agreement with the contents is not necessarily implied by signature.

EVALUATOR SIGNATURE

DATE

EVALUATEE SIGNATURE

DATE

EVIDENCE TO SUPPORT SCORING OF STANDARDS

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If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

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| ADMINISTRATOR SUMMATIVE EVALUATION FORM |
|--|

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

Tenured_____ **Non-Tenured**_____

Evaluatee _____ Position _____

Evaluator_____ **Position**_____

School/Work Site _____

Date of Observation(s) _____

Date of Conference(s) _____

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|---------------------------------------|--------------------|-------------------|---------------------|------------------|
| 1. Vision | | | | |
| 2. School Culture and Learning | | | | |
| 3. Management | | | | |
| 4. Collaboration | | | | |
| 5. Integrity, Fairness, Ethics | | | | |
| 6. Political, Economic, Legal | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

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

Signature

Date

Evaluator:

Signature _____

Date

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INDIVIDUAL CORRECTIVE ACTION PLAN

for

Work Site _____

Date: _____

School Year: _____

| Standard Number | *Present PG Stage | Growth Objective/ Goal(s) (Describe desired outcomes.) | Procedures and Activities for Achieving Goals and Objectives | Expected Impact | Target Dates for Completion |
|-----------------|-------------------|---|--|-----------------|-----------------------------|
| | | | | | |
| | | | | | |

Employee's Comments _____

Supervisor's Comments _____

This Individual Professional Growth Plan is aligned with the School Improvement/Consolidated and/or Professional Development Plans of the school/district.

| | | | |
|--|---------------|---|---------------|
| Individual Corrective Action Plan Developed: | | Review: ____ Achieved ____ Revised ____ Continued | |
| _____ Evaluatee's Signature | _____ Date | _____ Evaluatee's Signature | _____ Date |
| _____ Evaluator's Signature | _____ Date | _____ Evaluator's Signature | _____ Date |

*Professional Growth Stages: O/A = Orientation/Awareness P/A = Preparation/Application I/M = Implementation/Management R/I = Refinement/Impact

Evaluation Appeals Hearing Request Form

I, _____, have been evaluated by
_____ during the current school year Evaluation cycle.

My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator. I respectfully request the Berea Independent School District Evaluation Appeals Committee to hear my appeal.

My appeal challenges the summative findings on:

_____ Substance

_____ Procedure

_____ Both Substance and Procedure

The date of the summative conference was _____.

The date the evaluator was notified of my intent to appeal was _____.

Signature: _____

Date: _____

This form shall be presented in person or by mail to the Berea Independent School District Evaluation Contact within five (5) working days of the summative conference as stipulated in the District Evaluation Plan.

FRYSC Coordinator Evaluation Addendum

School Year: _____ Employee: _____ Evaluation Date: _____
 Evaluator(s): _____ Title: _____
 _____ Title: _____
 _____ Title: _____

1 = Ineffective 2 = Developing 3 = Accomplished 4 = Exemplary

| | 1 | 2 | 3 | 4 | Comments |
|---|----------|----------|----------|----------|-----------------|
| 1. Utilizes a strengths-based approach in their work with families and students. | | | | | |
| 2. Assists students and families in obtaining appropriate community resources. | | | | | |
| 3. Seeks out collaborative community partners and programs, attends community meetings, and promotes center activities throughout the community. | | | | | |
| 4. Collaborates and communicates with Principal, District Contact, and SBDM Council on center programming and operation. | | | | | |
| 5. Participates in Comprehensive Plan, school committees and/or attends staff and PLC meetings. | | | | | |
| 6. Builds relationships and collaborates with school personnel (school nurse, administration, guidance counselor, teachers and support staff) to identify students in need of services and for program development. | | | | | |
| 7. Holds a minimum of 5 advisory council meetings a year, every other month, and maintains all advisory council meeting documents. | | | | | |
| 8. Maintains required records, reports, and data on Infinite Campus and the FRYSC Counts system in a timely manner. | | | | | |
| 9. Conducts everyday activities of the center's operation, including: | | | | | |
| Maintains accurate budgets for FRYSC state and donated funds, school funds, board funds and uses those funds appropriately | | | | | |
| B. Supervises center support staff | | | | | |
| C. Maintains confidentiality | | | | | |
| D. Submits required FRYSC documents on time | | | | | |
| E. Maintains an equitable presence at each school the center serves | | | | | |
| 10. Attends required training sessions on the local, regional, and state level. | | | | | |
| 11. Prepares and submits a complete Continuation Program Plan bi-annually to the Division of Family Resource and Youth Services Centers. | | | | | |

| | 1 | 2 | 3 | 4 | Comments |
|--|---|---|---|---|----------|
| 12. Ensures that components and requirements of the Continuation Program Plan are implemented. | | | | | |
| 13. Collects data and evaluates activities and programs for impact. | | | | | |
| 14. Seeks to move services, activities, and programs to higher quality. | | | | | |

Continued next page

FRYSC Evaluation Addendum, continued 11/15/2022

ATHLETIC FORMATIVE APPRAISAL FORM

(Evaluator and evaluate discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This document is the summary of data collected for formative purposes.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Site Visit Date: _____

| Standards/Performance Criteria | Performance/Product/Portfolio Ratings | | | | |
|--|---------------------------------------|------------|--------------|-----------|------------------|
| | Ineffective | Developing | Accomplished | Exemplary | |
| 1: Leadership and Management | | | | | Discussed |
| 1.1. Demonstrates effective leadership and management skills. | | | | | |
| 1.2. Develops and implements policies and procedures that align with the school's athletic goals and objectives. | | | | | |
| 1.3. Builds and maintains positive relationships with staff, coaches, student-athletes, and parents. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 2: Program Development | | | | | Discussed |
| 2.1. Demonstrates the ability to develop and improve athletic programs. | | | | | |
| 2.2 Demonstrates knowledge of current trends and best practices in sports. | | | | | |
| 2.3 Encourages and supports the development of coaches and student-athletes | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 3: Communication | | | | | Discussed |
| 3.1 Communicates effectively with staff, coaches, student-athletes, and parents. | | | | | |
| 3.2 Keeps everyone informed about athletic events and activities. | | | | | |
| 3.3 Responds promptly and appropriately to inquiries and concerns | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |
| 4: Sportsmanship | | | | | Discussed |
| 4.1 Encourages and models good sportsmanship among coaches and student-athletes. | | | | | |
| 4.2 Promotes a positive and inclusive athletic culture. | | | | | |
| 4.3 Ensures that all athletic events are | | | | | |
| 4.4 Encourages and models good sportsmanship among coaches and student-athletes. | | | | | |
| 5: Budget and Resource Management | | | | | Discussed |
| 5.1 Demonstrates responsible budget and resource management. | | | | | |
| 5.2 Seeks and secures funding and resources to support athletic programs. | | | | | |
| 5.3 Allocates resources in a fair and equitable manner. | | | | | |
| Overall rating for Summative Evaluation Form | | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

| | | | |
|------------|--|-----------|-------|
| Evaluatee: | <input type="checkbox"/> Agree with this summative evaluation | _____ | _____ |
| | <input type="checkbox"/> Disagree with this summative evaluation | Signature | Date |
| | | | |
| Evaluator: | | _____ | _____ |
| | | Signature | Date |

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EVIDENCE TO SUPPORT SCORING OF STANDARDS

| |
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If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

ATHLETIC DIRECTOR SUMMATIVE EVALUATION FORM

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

Year_____

Evaluatee _____

Evaluator _____

School/Site _____

Date(s) of Observation(s) 1st 2nd 3rd

Date(s) of Conference(s) 1st 2nd 3rd

Criteria for Determining a Teacher's Professional Practice Rating:

Ratings:

| Teacher Standards: | Ineffective | Developing | Accomplished | Exemplary |
|---|-------------|------------|--------------|-----------|
| Measure 1: Leadership and Management | | | | |
| Measure 2: Program Development | | | | |
| Measure 3: Communication | | | | |
| Measure 4: Sportsmanship | | | | |
| Measure 5: Budget and Resource Management | | | | |
| Overall Rating | | | | |

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

Evaluatee: ☐ Agree with this summative evaluation

☐ Disagree with this summative evaluation

Signature

Date

Evaluator: _____

Signature _____ Date _____

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School Psychologist Summative Evaluation Tool

Directions: Completed by primary evaluator. The School Psychologist Summative Evaluation is completed after reviewing all performance evidence including observations, professional growth plan progress, and reflections. Using the evidence, please rate each of the domains as Ineffective, Developing, Accomplished, or Exemplary.

Teacher: **School Year:** **School:**

Domain 1: Planning and Preparation

Choose a rating

Domain 2: The Environment

Choose a rating

Domain 3: Delivery of Service

Choose a rating

Domain 4: Professional Responsibility

Choose a rating

Evaluators shall assign a Summative Professional Practice Rating using Ineffective, Developing, Accomplished, or Exemplary.

| IF.... | Then... |
|--------------------------------------|---|
| 3 or 4 domains are rated Ineffective | Summative rating shall be Ineffective |
| 3 or 4 domains are rated Developing | Summative rating shall be Developing |
| Any domain is rated Ineffective | Summative rating shall not be Accomplished or Exemplary |

Overall Summative Rating:

| <i>Rating</i> | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
|---------------|--------------------|-------------------|---------------------|------------------|
|---------------|--------------------|-------------------|---------------------|------------------|

| |
|--------------------------------|
| Teacher Comments: |
| Evaluator Comments: |
| Maintenance Areas: |
| Potential Growth Areas: |

| | |
|-----------------------------|--------------------------------|
| Evaluator's Name _____ | Psychologist's Name _____ |
| Evaluator's Signature _____ | Psychologist's Signature _____ |

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____ Date _____

School Psychologist Domains & Components List

DOMAIN 1: PLANNING & PREPARATION

- 1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students
- 1B - Demonstrating knowledge of child and adolescent development and psychopathology
- 1C - Establishing goals for the psychology program appropriate to the setting and the students served.
- 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district.
- 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention
- 1F - Developing a plan to evaluate the psychology program

DOMAIN 2: THE ENVIRONMENT

- 2A - Establish rapport with students.
- 2B - Establishing a culture for positive mental health throughout the school
- 2C - Establishing and maintaining clear procedures for referrals.
- 2D - Establishing standards of conduct in the testing center.
- 2E - Operating physical space for testing the students and storage of materials.

DOMAIN 3: DELIVERY OF SERVICE

- 3A - Responding to referrals and consulting with teachers and administrators.
- 3B - Evaluating student needs and compliance with National Association of School Psychologist (NASP) guidelines.
- 3C - Chairing evaluation team.
- 3D - Planning interventions to maximize a student's likelihood of success.
- 3E - Maintaining contact with physicians and community mental health service providers.
- 3F - Demonstrating flexibility and responsiveness.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

School Psychologist Self-Reflection

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

Psychologist: Date: School:

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

School Psychologist Observation Tool

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

Text boxes expand to accommodate multiple evidence examples.

Psychologist:
 Evaluator:

School:
 Date:

***Supervisor may use this tool or another similar tool to document evidence during an observation.**

| Component: | Rating: | | | | Evidence: |
|---|---------|---|---|---|-----------|
| 1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students | I | D | A | E | |
| 1B - Demonstrating knowledge of child and adolescent development and psychopathology | I | D | A | E | |
| 1C - Establishing goals for the psychology program appropriate to the setting and the students served | I | D | A | E | |
| 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district | I | D | A | E | |
| 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention | I | D | A | E | |
| 1F - Developing a plan to evaluate the psychology program | I | D | A | E | |
| 2A - Establishing rapport with students | I | D | A | E | |
| 2B - Establishing a culture for positive mental health throughout the school | I | D | A | E | |
| 2C - Establishing and maintaining clear procedures for referrals | I | D | A | E | |
| 2D - Establishing standards of conduct in the testing center | I | D | A | E | |
| 2E - Organizing physical space for testing the students and storage of materials | I | D | A | E | |
| 3A - Responding to referrals consulting with teachers and administrators | I | D | A | E | |
| 3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines | I | D | A | E | |
| 3C - Chairing evaluation team | I | D | A | E | |
| 3D - Planning interventions to maximize student's likelihood of success | I | D | A | E | |
| 3E - Maintaining contact with physicians and community mental health service providers | I | D | A | E | |
| 3F - Demonstrating flexibility and responsiveness | | | | | |
| 4A - Reflecting on practice | I | D | A | E | |
| 4B - Communicating with families | I | D | A | E | |