

**Boone County Schools  
Certified Evaluation Plan (CEP)  
2026-2027**

July 2026

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Board of Education

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## Certified Teacher / Other Professional Personnel Evaluation

*The vision for the Certified Evaluation Plan 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

- **Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of principal, assistant principal, or vice principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAT 3:050.
- **Appeals:** A process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **Assistant Principal:** A certified school personnel who devotes the majority of employed time in a role of assistant principal, for which administrative certification is required by EPSB.
- **Board Policy 3.18:** This policy establishes the district's certified personnel evaluation system, outlining requirements for evaluation frequency, confidentiality, employee review rights, and alignment with Kentucky law and the Kentucky Framework for Personnel Evaluation. It also details the appeals process for summative evaluations, including panel composition, hearing procedures, conflict-of-interest rules, and Board/KDE approval requirements for revisions to the evaluation plan.
- **Certified Administrator:** Certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- **Classroom Visit:** It is a brief (10-15 minutes), focused observation conducted by an evaluator to collect evidence of instructional practices, classroom environment, and student engagement as part of the educator evaluation process. Each teacher must have at least 6 classroom visits per year.
- **Conference:** A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans and/or student growth goal plans.
- **Elements of Strong Instruction:** Based in the principles of learning science and define the cycle of instruction that should occur in every classroom, everyday
- **Evaluatee:** District/School personnel who is being evaluated.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2.
- **Evaluation:** The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans and student growth.

- **Evaluation Committee:** A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Plan:** A plan that includes evaluation forms and procedures. The procedures shall provide for all components of the Professional Growth and Effectiveness System including observations, professional growth planning, student growth goals, and student voice. Both the plan and procedures must be approved by the Kentucky Board of Education.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation:** Is defined by KRS 156.557(1)(a) as “ means a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
- **Framework for Teaching:** Research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Full Observation:** An observation conducted by an employee’s supervisor that includes an entire class period or lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.
- **Instructional Rounds:** Instructional rounds are structured, collaborative classroom observations in which educators and administrators visit multiple classrooms to observe instructional practices, identify patterns in teaching and learning, and reflect on ways to improve student achievement. Unlike formal evaluations, instructional rounds focus on professional learning, shared problem-solving, and continuous school improvement rather than assessing individual teacher performance.
- **Job Category:** A group or class of certified school personnel positions with closely related functions.
- **Learning Walks:** Non-evaluative instructional walks are informal classroom visits conducted to observe teaching and learning practices without being used for formal evaluation or summative ratings. Their purpose is typically to support professional growth, gather insight into instructional practices, promote collaboration, and provide reflective feedback rather than judge performance.
- **Non-Tenured Teacher:** A teacher who is currently in year 1, 2, 3, or 4 of teaching in the district, and who completes a 1-year evaluation cycle.
- **Observation:** A data collection process conducted by a certified observer, in person or, if mutually agreed upon, through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits for a duration of at least 10-15 minutes:
- **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.

- **Performance Rating:** The summative description of a teacher, other professional, principal or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **Principal:** Certified school personnel who devotes the majority of employed time in a role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9 (1), (2), (3), and (4) and Section 12 (1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- **Professional Learning Community (PLC):** A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Evaluation:** The summary and analysis of all data, including but not limited to observations, student voice survey data, student growth goal data, self-reflection, and evidence collected by the teacher. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. As defined by KRS 156.557(1)(d).
- **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- **Tenured Teacher:** A teacher who has been granted tenure after 4 years of teaching in the district, and who completes a 3-year evaluation cycle as described in the chart on page 9.

*For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System.*

## Orientation

The district requires administrators to provide orientation and training on the Certified Evaluation Plan to all certified employees within the first 30 calendar days of employment each school year. All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment. Evaluations will be conducted openly by designated primary evaluators, typically the immediate supervisor, with additional trained administrators allowed to assist in observations and provide input.

## 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 & Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### Specialist Frameworks for Other Professionals

Planning & Preparation  
Environment  
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 supporting a professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The 2022 update of the Charlotte Danielson (KYFFT ) may be used as a companion document to, but not as a substitute for, the Kentucky Framework for Teaching to support the evaluation process.

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

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

## Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observations
- Student Voice EL, MS, HS by December 1 (optional)
- Multiple Measures of Student Learning
- Other Sources

All components and sources of evidence related to supporting an educator’s professional practice will be completed and documented to inform the Overall Performance Category. Summative ratings will be recorded on the district approved forms and housed in human resources.

## Sources of Evidence/Framework for Teaching Alignment

		Planning					Environment				Instruction				Professionalism							
FRAMEWORK for TEACHING (EET)	Domain	Planning & Preparation					Classroom Environment				Instruction				Professional Responsibilities							
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c-Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)					Evidence and Observation				Evidence (pre and post conferences)											
	Student Voice OPTIONAL						Kentucky Student Voice Survey OPTIONAL															
	Professional Growth	Professional Growth Planning and Self Reflection																				
	Self-Reflection																					

## Self-Reflection and Professional Growth Planning

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

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

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

**Self-Reflection** will be required for all domains in the Framework for Teaching, with a deep reflection in one of the domains chosen for focus in the Professional Growth Plan. The self-reflection process will be completed by October 15 of each year. For employees hired after the start of the school year, the self-reflection must be completed within 30 calendar days of reporting for employment.

**Professional Growth Plans** will be submitted to the supervisor by October 15 of each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 calendar days of reporting for employment. Evaluating supervisors will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31 of each year. For employees hired after the start of the school year, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee. The professional growth plan process can be collaborative or direct. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on one of the later pages in this document.

## Observation

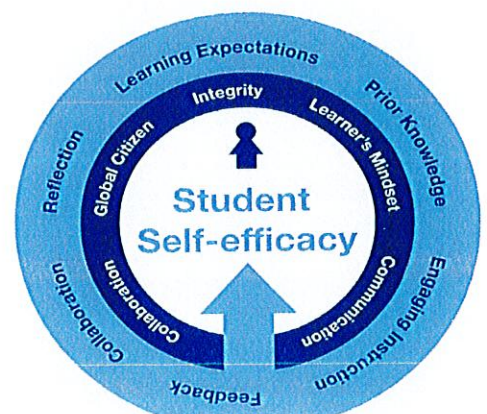
The Observation is one source of evidence to determine educator effectiveness. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. Only observations conducted by the evaluator will be used to inform a summative rating. The rationale for observation is to encourage continued professional learning in teaching through critical reflection.

## Multiple Measures of Student Learning

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be **determined by the evaluator and evaluatee**. Measures of student learning could include, but are not limited to: state assessments, formative assessments, summative assessments, MAP, ACT, Career Readiness, ACCESS, and other school based measures of student learning.

## Continuous Growth Observation Model : Classroom Visits 10-15 minutes, 6 times per year

Boone County Schools is committed to growing teachers and students through our evaluation process. BCS will use frequent classroom visits to collect data as an essential component of the evaluation process. *This approach aligns with the expectation that the evaluation system be a continuous and responsive process characterized by regular classroom visits, specific and ongoing*



*feedback aligned to school goals, and targeted support to help teachers meet both schoolwide and individual professional goals.*

Each teacher will receive a minimum of six (6) classroom visits annually, lasting 10-15 minutes. During each visit, administrators will collect evidence to monitor progress toward established goals. Written feedback will accompany the collected data and will highlight effective instructional practices while also providing actionable suggestions to support continued growth and improvement. Through the PGP process, teachers will have the opportunity to reflect with their evaluator around their professional growth and impact on student growth at least three times per year.

Observers shall use the district observation tool based on the **BCS Elements of Strong Instruction** (based largely on the Elements of Effective Instruction from the Great Schools Partnership and other resources) to provide targeted feedback to teachers as it relates to instruction. The **BCS Elements of Strong Instruction** are based on the principles of learning science and define the cycle of instruction that should occur in every classroom, everyday. In addition, the cycle is aligned with the KY Framework for Teaching and the research of Mike Schomoker from *Focus*. The Elements of Strong Instruction define the basic elements of teaching which should be observed in every classroom. In *Focus, 3rd Edition*, Mike Schomoker writes, "If every teacher consistently implemented these basic elements in most of their lessons, our schools would make unprecedented gains."

**Schmoker: Basic Elements of Effective Teaching**

Schmoker Element	Description	Alignment with BCS Elements of Strong Instruction	Alignment with KY Framework for Teaching
Learning Objective	Clear, concise description of what is to be learned	Learning Expectations	<b>Domain 1: Planning and Preparation</b> – Designing coherent instruction and outcomes; <b>Domain 3a:</b> Communicating with Students
Anticipatory Set	Explains purpose or relevance, captures student interest in lesson	Prior Knowledge	<b>Domain 1c:</b> Setting instructional outcomes; <b>Domain 1e:</b> Designing coherent instruction
Teach and Model	Demonstration or explanation of a single brief step, procedure, or mental operation, delivered at a stimulating pace	<b>Engaging Instruction/Collaboration</b> <ul style="list-style-type: none"> <li>• Direct, Explicit</li> <li>• Opportunities to Respond</li> </ul>	<b>Domain 3a:</b> Communicating with Students; <b>Domain 3b:</b> Questioning and Discussion Techniques; <b>Domain 3c:</b> Engaging Students in Learning
Guided Practice	Students immediately initiate or practice each manageable step as teacher observes	<b>Engaging Instruction</b> <ul style="list-style-type: none"> <li>• Opportunities to Respond</li> </ul>	<b>Domain 3c:</b> Engaging Students in Learning

Check for Understanding	Quick observation/assessment of each step during and after each guided practice	<b>Feedback</b> <ul style="list-style-type: none"> <li>Formative Assessment</li> </ul>	<b>Domain 3d:</b> Using Assessment in Instruction
Adjust/Reteach	Adjustments to teaching made on the basis of check for understanding	<b>Reflection</b>	<b>Domain 3d:</b> Using Assessment in Instruction; <b>Domain 3e:</b> Demonstrating Flexibility and Responsiveness

The cycle is repeated, multiple times, for every step until all or most students are ready for independent practice.

Independent Practice/ Assessment	Students independently practice or complete assessment to demonstrate mastery of learning objectives.	<b>Feedback Reflection</b>	<b>Domain 3d:</b> Using Assessment in Instruction
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**For the Evaluator:** Effective evaluation is grounded in quality, regular feedback to staff to support the teacher's on-going growth. The evaluation system and feedback should be positive and supportive utilizing instructional coaches and other resources to best support the teacher's growth. The feedback must be timely, consistent, and mindful of instructional practice, pedagogy, planning, effective collaboration and PLC work, with student outcomes and achievement as the primary focus of the feedback. *A system for frequent and consistent classroom visits by the administrative team must be implemented and consistently shared and discussed during weekly administrative PLC's. Overall school data of progress towards goals should be a part of meetings with staff.*

**For the Evaluatee:** Evaluation is an ongoing process with regular reflection, study and growth. The evaluatee is responsible for implementing changes consistent with the feedback and coaching provided by the evaluator and embracing the mindset of continuous improvement. The evaluatee will continue to work to grow and stay open and collaborative with team members, coach, and administrative team to ensure growth. An open, trusting, and transparent communication system is integral between the evaluator and evaluatee in order for true growth to occur.

The observation tool for instruction will be the Boone County Schools Elements of Strong Instruction. This tool is directly aligned with the KY Framework for Teaching.

Training will be provided to the administrators (and teachers if requested) by Learning Support Services.

If either the evaluator or the evaluatee believe that the evidence collected from the classroom visits observation is not adequate for completing the evaluation, either party may request a traditional observation be added.



A summative meeting and signature by both evaluator and evaluatee are required as the final annual documentation, as noted in the timeline for each certified role group. For staff, not in a summative year, the annual formative documentation is the Professional Growth Plan. If a teacher transfers within the Boone County School District, the principal will share formative data collected during non-summative years with the new school.

## Evaluation Timeline and Process

Timeline for all Certified Staff	1st Year Teachers	Non-tenured Teacher or Other Professional	Tenured Teacher or Other Professional	Administrator
		1 Year Cycle	5 Year Cycle	5 Year Cycle
Within the first 30 calendar days of reporting for employment	Initial orientation to review the evaluation instrument	Initial orientation to review the evaluation instrument	Initial orientation to review the evaluation instrument	Initial orientation to review the evaluation instrument
By September 1 (Late hires: within 15 calendar days of reporting for employment)				Self-Reflection
Within 30 days of state testing data release (Late hires: within 15 calendar days of reporting for employment)				Professional Growth Template submitted to Evaluator (Growth goal discussion meetings with Evaluator beforehand)
By October 15 (Late hires: within 30 calendar days of the Self-Reflection submission)	Self-Reflection and Professional Growth Plan submitted to Principal	Self-Reflection and Professional Growth Plan submitted to Principal	Self-Reflection and Professional Growth Plan submitted to Principal	
By October 31 (Late hires: within 15 working days of submission)	Self-Reflection and Professional Growth Plan submitted to Principal	Professional Growth Plan approved by Principal.	Professional Growth Plan approved by Principal.	

Timeline for all Certified Staff	1st Year Teachers	Non-tenured Teacher or Other Professional	Tenured Teacher or Other Professional	Administrator
By April 30	Each year: Self-Reflection/PGP, Mid Year Summative Conference, Summative Evaluation, and Summative conference in person	Each year: Self-Reflection/PGP, Mid Year Summative Conference, 6 classroom visits, Summative Evaluation, and Summative conference in person	Every Year: Self-Reflection/PGP/ 6 classroom visits with reflection in PGP  At end of 5 Year Cycle only: Self-Reflection/PGP/ 6 classroom visits with reflection in PGP  Summative Evaluation consisting of formative feedback from past 5 years, and Summative conference in person	Every Year: Self Reflection/PGP/ 4 site visits reflected in the PGP Every Five Years: Self-Reflection, PGP/ 4 site visits, Summative Evaluation consisting of feedback from past 5 years, and Summative conference in person by June 15
	The following summative forms should be completed and submitted to HR upon completion of the SUMMATIVE for all teachers/other professionals, and principals:  - "Teachers & Other Professionals - Summary Report for Summative Evaluation" - "Principals and Other District Certified Personnel - Summary Report for Summative Evaluation."			

## Observer Certification Process

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training, provided by KDE or other state approved provider, prior to conducting observations for the purpose of evaluation. After their initial year of the KDE approved evaluation training, **evaluators must obtain a minimum of six hours annually of EILA-approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually.** The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FFT) are applied in observation.

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he-she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP.
- Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment.
- If a supervisor is unable to perform observation duties as determined by the superintendent or his/her designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
- Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.
- If he or she has not obtained observer certification by April 1, the supervisor will be non-renewed.



## Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. It is recommended that staff create a google folder, organized by year, so artifacts can easily be shared with evaluator throughout the summative process. Evidence should yield information related to the educator's practice within the domains:

- Observations conducted by certified supervisor observer(s)
- Student voice survey(s) (optional)
- Self-reflection and professional growth plans
- Student data

Other Possible Sources of Evidence may include:

- 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 PLC's
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research
- Other evidence as deemed appropriate by school or district

## Student Growth as Additional Source of Evidence for Professional Practice

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, measurement of student growth goals, or other sources of data proceed by a teacher that clearly demonstrates student growth. Student achievement and growth shall be referenced in all summative evaluation.

## Professional Growth Plan and Summative Cycle

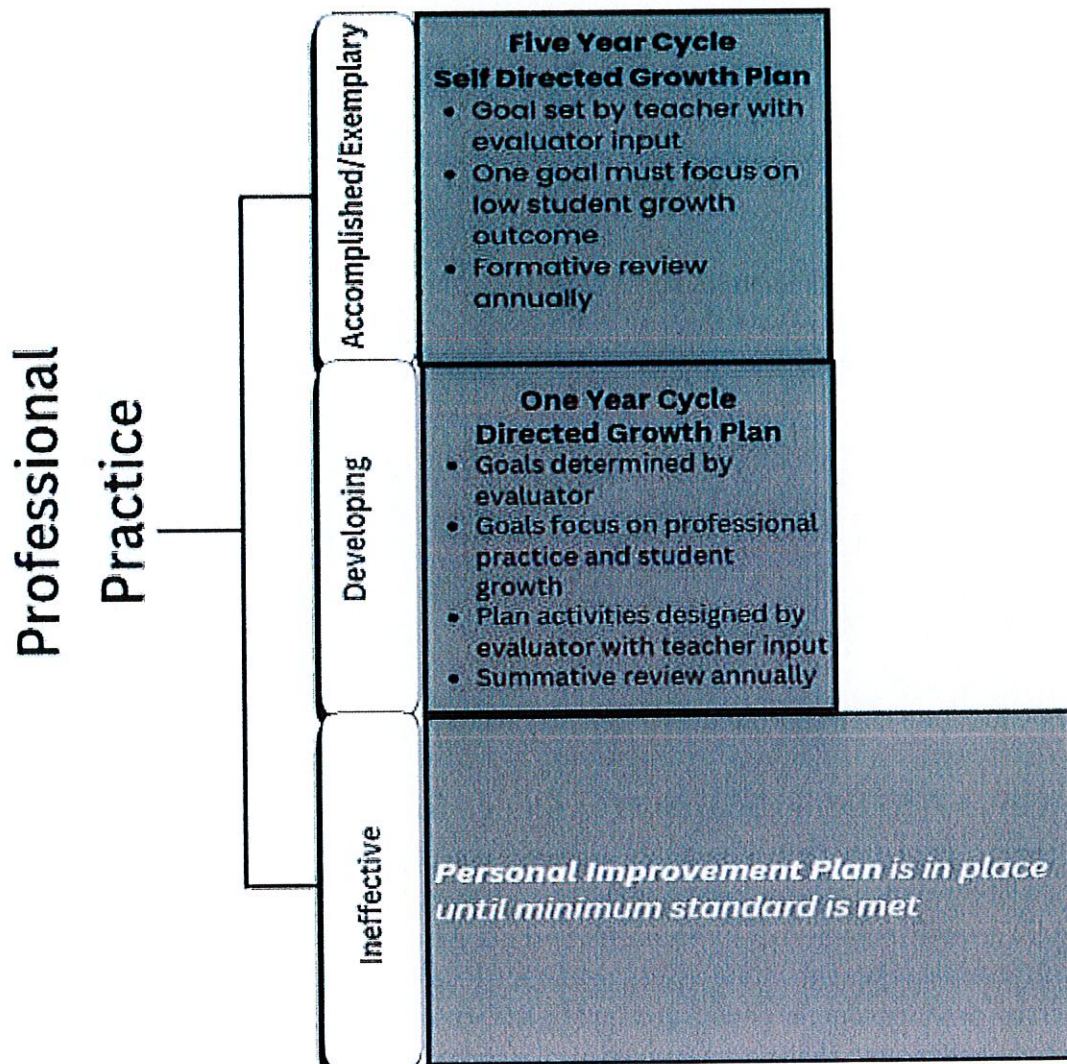
Based on the overall Professional Practice rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED**



TEACHERS AND OTHER PROFESSIONALS, and should be documented on the Certified Evaluation Plan Evaluator Control Sheet and submitted annually to Learning Support Services.

In calculating TENURED teachers 5th year cycle SUMMATIVE rating, evaluators will use decision rules for determining professional practice, sources of evidence and measures from the summative year, along with professional judgment to determine final ratings.

### PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS



## Rating Professional Practice

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

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

- Provide a summative rating for each measure based on evidence.
- All ratings **must** be recorded on the district-approved forms and signed by both the supervisor and the employee. A copy of the formative report will also be given to the evaluatee.
- For each summative evaluation, a "Summary Report for Summative Evaluation", found in the Appendix, will be completed and signed by both the supervisor and the employee. A copy will be given to the evaluatee and the original will be sent to Human Resources for placement in the employee's personnel file.

## Determining the Overall Performance Category

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

### CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF.....	THEN.....
One or more of the measures are rated <b>INEFFECTIVE</b>	Professional practice shall be <b>INEFFECTIVE</b>
Two measures are rated <b>DEVELOPING</b> , and two measures are rated <b>ACCOMPLISHED</b>	Professional Practice shall be no higher than <b>DEVELOPING</b>
Two measures are rated <b>DEVELOPING</b> and two measures are rated <b>EXEMPLARY</b>	Professional Practice shall be no higher than <b>ACCOMPLISHED</b>
Two measures are rated <b>ACCOMPLISHED</b> and two measures are rated <b>EXEMPLARY</b>	Professional practice rating shall be <b>EXEMPLARY</b>



## Personal Improvement Plan (PIP)

A personal improvement plan (PIP) is a plan developed collaboratively with the evaluator and the evaluatee. The plan may be written at any time during the school year when improvement is needed to correct one or more deficiencies that cannot wait for the formal observation, and shall be written if the evaluatee receives an "Ineffective" for any component in any of the 4 domains. Specific assistance and activities are identified in the PIP. The development of a plan is timely. The evaluatee must meet within 5 school days with the evaluator when a meeting is requested. If the evaluatee fails to attend the scheduled meeting with the evaluator within five (5) school days, the evaluator shall provide the evaluatee with the completed PIP. An evaluatee may request to reschedule the meeting due to extenuating circumstances, provided the request is made prior to the scheduled meeting date.

The PIP shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of PIP shall be documented on the PIP form. A "Personal Improvement Summary Form" will be completed by the evaluator once the teacher has met the required standards(s), thus indicating that the requirements of the plan have been met.

*It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving performance toward PIP goals and objectives.*

If a PIP begins in the first semester of the school calendar, it may continue no longer than May 1. If the PIP begins in the second semester of the school year, and on May 1 the evaluator determines that the evaluatee is close to meeting the objectives of the PIP, the evaluator may extend the PIP timeline no more than one semester.

Teachers who fail to make sufficient progress to meet evaluation standards identified by May 1 may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the teacher will be notified by May 15.

## Principal & Assistant / Vice Principal and Other District Personnel Evaluation

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

### *Roles and Definitions*

- **Administrator:** An administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- **Evaluatee:** District/School personnel that are being evaluated.
- **Other District Certified Personnel:** These include District Office Administrators, District Supervisory Personnel, Directors, and Coordinators.



- **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards. It is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, and is produced in consultation with the evaluator.
- **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Impact KY Working Conditions Survey:** A working conditions survey of all school staff conducted every year to provide feedback on specific aspects of the school's work environment.

## Principal and Other District Certified Personnel Evaluation Components

All administrators will be evaluated on a 5 year summative cycle.

### Overview

#### Professional Standards for Educational Leaders (PSEL)

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

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

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

## Sources of Evidence

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits (at least 2 per year)
  - Impact Kentucky Working Conditions Survey and the District Culture and Climate Survey
- Evaluators may use the following categories of evidence in determining overall ratings:
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)
  - Superintendent designated goals aligned to district vision/mission

## Professional Practice

### *Professional Growth Planning and Self-Reflection*

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources 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.

- All principals, assistant principals, and other district certified personnel; will participate in Self-reflection. Self-reflection improves administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.
- Self-Reflections will be approved by the superintendent or his/her designee within 15 working days of submission.
- All principal, assistant principals, and other district certified personnel will develop Professional Growth Plans each year. **All Professional Growth Plans will be submitted no later than 30 working days after state testing data becomes available.** Since principals and assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For administrators hired after the release of state testing data, the administrator must submit a professional growth plan within 15 working days of the first day of employment.
- Professional Growth Plans will be approved by the superintendent or his/her designee within 15 working days of submission.

### *Site-Visits for Principal / Formative Conferences with Assistant Principal*

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

- Conducted at least four times each year, (Formal side-visits are not required for assistant principal).



- First two site visits will be conducted before December 31st of the school year. The second two site visits will be conducted prior to May 30 of the school year. For principals hired after December 31, two site visits will be conducted prior to April 30 of the school year.
- Feedback will be given to the administrator throughout the year both formally through the PGP process and informally.
- Each site visit will include the collection and documentation of evidence. Documentation of evidence will be connected to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal, with evidence being collected and documented, for the purpose of reflecting on current practice and making next step goals.

## Products of Practice/Other Sources of Evidence

Principals/Assistant Principals and Other District Certified Personnel may provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the principal's/assistant principal's practice within the domains.

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other evidence as deemed appropriate by the district

## Student Growth as Additional Source of Evidence for Professional Practice

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices and to inform the rating for Standard 10 - School Improvement. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the principal that clearly demonstrates schoolwide student growth.

## Determining the Overall Performance Category

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

### Rating Overall Professional Practice

- Record ratings on the district approved forms.
- Overall professional practice ratings will be assigned by April 30 of each school year.

Principal's, Assistant Principal's or other district office certified personnel's *Overall Performance Category* is determined by the evaluator based on the principal's ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgement to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Rating:

### CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING

IF...	THEN OVERALL PERFORMANCE RATING SHALL BE
Principal, Assistant Principal or Other District Certified Personnel is rated Exemplary in at least SEVEN of the standards and no standard is rated Developing or Ineffective	Exemplary
Principal, Assistant Principal or Other District Certified Personnel is rated Accomplished in at least FIVE standards and no standard is rated Ineffective	Accomplished
Principal, Assistant Principal or Other District Certified Personnel is rated Developing in at least FOUR of the standards	Developing
Principal, Assistant Principal or Other District Certified Personnel is rated Ineffective in ONE or more standards	Ineffective

# Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal or Other District Certified Personnel using the following chart:

## PROFESSIONAL GROWTH PLAN AND CYCLE FOR PRINCIPALS, ASSISTANT PRINCIPALS, and OTHER DISTRICT CERTIFIED PERSONNEL

PROFESSIONAL PRACTICE	EXEMPLARY	Shall have a minimum of a Professional Growth Plan Developed by the <u>Evaluatee</u>
	ACCOMPLISHED	
	DEVELOPING	Shall have a minimum of a Professional Growth Plan Developed by the <u>Evaluatee in collaboration with the Evaluator</u>
	INEFFECTIVE	Shall have a minimum of a <u>Personal Improvement Plan</u>

## Responsibilities for Evaluation

1. The Boone County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals and central office personnel.
3. The director of special education will evaluate district special education staff, speech therapists, and occupational and physical therapists.
4. Principals will evaluate assistant principals, guidance counselors, librarians, and teachers.
5. Principals in collaboration with the Director of Early Childhood will evaluate preschool staff.
6. Principals in consultation with the Coordinator of Language Learners will evaluate all ELL staff.
7. The Assistant Superintendent for Learning Support Services will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System and other professionals utilizing the old evaluation system.

## Appeals Process

*(See Board of Education Policy 03.18)*

The district shall establish a panel to hear appeals from summative evaluations and required by KRS 156.557. The panel shall consist of two members and two alternates elected by and from the certified employees of the District and one certified employee and alternate appointed by the Board. The District will collect nominations and hold elections for the panel positions. Terms shall be for two years and run July 1 to June 30. Members may be reappointed or reelected. The Board appointed certified employee shall be the chairperson of the panel.

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten working days of the receipt of the summative evaluation. The appeal shall be signed and in writing on a form prescribed by the district. The form shall state that evaluation records may be presented to and reviewed by the panel.

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings in collaboration with the teachers' association. There shall be an opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statement made by the employee and may present written records which support the summative evaluation. The evaluatee has the right to the presence of a chosen representative.

No panel member shall serve on any appeal panel considering an appeal for which there is a conflict of interest as indicated in Board Policy 03.18.

At the conclusion of the hearings, the panel shall issue a recommendation to the district superintendent within fifteen working days from the date of the appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.



The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law and as she/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Department of Education.

## **Appeals Procedural Guidelines for LEA Appeals Panel Hearing**

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. These copies will be presented to either the BCEA President or the Chairperson of the panel. The members of the appeals panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

The panel will meet, discuss all documents and prepare questions to be asked for each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appear before the panel. The evaluatee responds to the appeal and answers questions from the panel.

Both the evaluator and the evaluatee may be represented by legal counsel, KEA, and/or BCEA who may speak for the individual they represent during the hearing.

The hearing will be audio taped, and a copy will be provided to both parties if requested in writing.

Witnesses may be invited to provide information one at a time but will not be permitted to observe the proceedings.

The following procedures will be followed during the hearing:

- The Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel, which has been agreed upon by the appeals panel and BCES president.
- Each party will be allowed to make a statement of claim. The evaluator will begin.
- The panel may question the evaluatee and evaluator.
- Each party will be asked to make closing remarks.
- The Chairperson of the panel will make closing remarks.





## Certified Employee Appeals Form

(To be submitted within ten (10) working days after receipt of the summative evaluation)

Certified Employee Name: \_\_\_\_\_

Address: \_\_\_\_\_

Title: \_\_\_\_\_

Location: \_\_\_\_\_

**Please answer the following questions & attach to this appeal form:**

In your opinion what evaluation procedures have not been followed thus rendering your summative evaluation unfair?

Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.

\_\_\_\_\_  
Certified Employee's Signature

\_\_\_\_\_  
Date





## Decision of the Appeals Panel

Attach additional pages if necessary.

(recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date



## Who evaluates Who?

Role Group	Primary Evaluator	Secondary Evaluator
Speech/Language Teachers	Principals	LSS
Instructional Coaches	LSS	Principals
Preschool Teachers	LSS	Principals
English Learner Teachers	Principals	LSS
Physical Therapists/Occupational Therapists	LSS	Principals
Vision & Hearing Impaired Teachers	LSS	Principals
Home Hospital Teachers	Student Services	LSS
Psychologists	Student Services	Principals
College/Career Coaches	Principals	LSS

**\*NOTE:** These role groups that serve multiple buildings **MUST** follow the traditional evaluation for their evaluation process.

### Traditional Evaluation Model

#### Non-Tenured Teachers and Other Professionals

There will be 2 observations and 1 summative evaluation each year. Both observations will be of a full class or lesson.

#### Tenured Teachers

There will be one mini observation of at least 30 minutes by the evaluator each year of the five year cycle, to provide feedback and support professional growth. The fifth year of the five-year cycle will include a summative evaluation which includes evidence from the past 4 years.

Third party observations may be requested by the evaluatee within 10 workdays following a post-conference evaluation. Evaluatee shall have prepared relevant, updated documents that serve as sources of evidence for Domains 1 & 4 and present these to the third-party evaluator. Third party evaluators will use these sources of evidence to score domains 1 & 4 and will use the observation to score domains 2 & 3.

## Traditional Observation Conferencing

Observers will adhere to the following observation conferencing requirements for Teachers and Other Professionals:

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel at the Certified Evaluation Plan Orientation within 30 calendar days of reporting for employment for each school year.
- Formative Pre-conferences for each observation are optional as requested by the teacher.
- An observation post conference shall be conducted within five working days in person following each observation. A post conference shall consist of a professional discussion focusing on observation, sources of evidence, reflection, and improvement of professional practice relative to the Kentucky Framework for Teaching.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- All post conferences shall be completed in person or virtually.

## Traditional Observation Schedule

- Observations may begin after the evaluation orientation takes place within the first 30 calendar days of reporting for employment.

## Virtual Teachers

For any certified teacher who is instructing virtually, the teacher will follow the Charlotte Danielson Framework for Remote Teaching found on the CEP website.

Domain 1: Planning & Preparation	<ul style="list-style-type: none"><li>• 1A Knowledge of Content &amp; Pedagogy</li><li>• 1B Demonstrates Knowledge of Students</li><li>• 1E Designs Coherent Instruction</li></ul>
Domain 2: The Classroom Environment	<ul style="list-style-type: none"><li>• 2A Creates an Environment of Respect &amp; Rapport</li><li>• 2D Managing Student Behavior</li></ul>
Domain 3: Quality Instruction	<ul style="list-style-type: none"><li>• 3A Communicates with Students</li><li>• 3B Using Questioning and Discussion Techniques to Promote Higher Level Thinking</li><li>• 3C Engages Students in Meaningful Learning</li><li>• 3D Uses Assessment in Instruction</li><li>• 3E Demonstrates Flexibility &amp; Responsiveness</li></ul>
Domain 4: Professional Responsibilities	<ul style="list-style-type: none"><li>• 4A Reflects on Teaching and Lesson Effectiveness</li><li>• 4B Maintains Accurate Records</li><li>• 4C Communicates with Families</li><li>• 4D Participates in a Professional Community</li><li>• 4E Grows and Develops Professionally</li><li>• 4F Shows Professionalism</li></ul>

# Appendix



**Individual Personal Improvement Plan (PIP)  
Boone County Schools**

Teacher Name: \_\_\_\_\_ Position: \_\_\_\_\_

Administrator Name: \_\_\_\_\_

School Year: \_\_\_\_\_ Implementation Date: \_\_\_\_\_

AREA OF NEED (Domain and Component)	OBJECTIVE/GOAL	Procedures/activities for achieving objective/goal	Appraisal method and target date	Required periodic checks set in (at minimum) one month intervals as described below. Initials and dates indicate progress is satisfactory otherwise noted

Teacher and administrator will meet per the schedule above to review progress toward goals and make any necessary adaptations.

A Professional Improvement Plan indicates that there is a need for immediate and sustained improvement. Failure to make improvement as outlined in the plan could result in a recommendation for non-renewal of the teacher’s contract. This plan was thoroughly reviewed by:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*\*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.

# Teacher Professional Growth Plan



## Boone County School Professional Growth Plan

Certified Staff Member Name:  
School:  
School Year:

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

### Reflection Directions:

Reflect on your current practice as it relates to [Kentucky Framework for Teaching \(2011\)](#) and the [BCS Elements of Strong Instruction](#) for Domain Three. To focus reflection, teachers are being asked to reflect on specific indicators that drive teaching and learning rather than all domains and indicators of the FFT. In Indicator 4a, the framework describes effective reflection as specific, accurate, and useful to improve learning in your classroom. In order to be specific, reflections should reference indicators from the Framework. In order to be accurate, reflections should reference walkthrough and student assessment data. In the last section, you will use your reflections to design a growth plan that deeply impacts future instruction and student learning.

### Domain One: Planning and Preparation

*Which indicators in this domain are strengths based on feedback you have received in the past? What evidence supports your thinking? As you responded, think about long range planning and the role it plays in intellectual preparation for learning. Some examples may be: unit internalization, content long range plans and pacing, integration with other content areas.*

*Which indicators describe how you need to grow? What evidence supports your thinking? As you responded, think about long range planning and the role it plays in intellectual preparation for learning. Some examples may be: unit internalization, content long range plans and pacing, integration with other content areas.*

Self Rating for Domain One: Ineffective, Developing, Accomplished, Exemplary



**DomainTwo: Classroom Environment**

*Which indicators in this domain are strengths based on feedback you have received in the past? What evidence supports your thinking?*

*Which indicators describe how you need to grow? What evidence supports your thinking?*

Self Rating for Domain Two: Ineffective, Developing, Accomplished, Exemplary

**DomainThree: Instruction**

*Which indicators in this domain are strengths based on feedback you have received in the past? What evidence supports your thinking?*

*Which indicators describe how you need to grow? What evidence supports your thinking?*



Specifically, thinking about the Elements of Strong Instruction...What areas are you planning to focus on and why?



Self Rating for Domain Three: Ineffective, Developing, Accomplished, Exemplary

**Domain Four: Professional Responsibilities**

*Which indicators in this domain are strengths based on feedback you have received in the past? What evidence supports your thinking?*

*Which indicators describe how you need to grow? What evidence supports your thinking?*

Self Rating for Domain Four: Ineffective, Developing, Accomplished, Exemplary



**Priority Area(s) of Growth: (Use the [KY Framework for Teaching](#) to identify an area of focus.)**

Use your reflections above to complete the sentence below.

What area of the KY Framework for Teaching do my students need for me to develop in order to grow teaching and learning in my classroom?	
What resources will you need to be successful in this learning goal? How will these resources be used to improve your learning?	What student data will you collect and review with your principal to monitor this goal? *

*\*Sources of evidence: MAP Growth, Summative and Formative Assessment, etc....*

This chart is intended to be a living document. While the learning experiences are initially planned based on the identified priority area for growth, they may evolve throughout the year in response to student needs, reflection, data, and ongoing professional learning. The expectation is not that every entry is fully planned in advance, but rather that the document is updated and refined as growth occurs over time.

<i>Learning Experience</i>	<i>Evidence in Classroom</i>	<i>Reflection</i>



**Priority Area(s) of Growth for Instruction (Use the [Elements of Strong Instruction](#) to identify an area of focus.)**

What area from the Elements of Strong Instruction do my students need for me to develop in order to grow teaching and learning in my classroom?	
What resources will you need to be successful in this learning goal?	What student data will you collect and review with your principal to monitor this goal? *

\*Sources of evidence: MAP Growth, Summative and Formative Assessment, etc....

***What steps will you take to achieve this goal?***

This chart is intended to be a living document. While the learning experiences are initially planned based on the identified priority area for growth, they may evolve throughout the year in response to student needs, reflection, data, and ongoing professional learning. The expectation is not that every entry is fully planned in advance, but rather that the document is updated and refined as growth occurs over time.

<i>Learning Experience</i>	<i>Evidence in Classroom</i>	<i>Reflection</i>



**Beginning of the Year Check-In**

**Submitted by October 15-Review with teacher within 15 working days of October 15.**

*Purpose: Teacher and administrator review, make recommended change, and finalize the PGP within the timeline. This can be documented through email if needed.*

**Summary of Check-In**

*Teacher Signature and Date*

*Administrator Signature and Date*

**Mid Year Check-in with Administrator**

*Purpose: At this check-in, teacher will review learning experiences and the impact on student learning. By this point, at least three classroom walkthroughs have occurred. Walkthroughs and available student data are reviewed. (NWEA quadrant chart is a great piece of data to reflect on mid year. Formative and summative data, IEP progress toward goals, Tier 3 data etc...are examples of alternative types of data that can be reviewed for teachers ) Adjustments should be made to PGP at this time, if necessary.*

**Summary of Check in**

*Teacher Signature and Dates*

*Administrator Signature and Date*



### **End of the Year Conference with Administrator**

*Purpose: At this conference, teacher will review learning experiences and the impact on student learning. The administrator will review evaluative walkthrough data (at least 6 walkthroughs should have been conducted.) This is a formal summary of the evidence collected that will lead to an evaluation rating in your summative year.*

*Summary of End of Year Conference-Please document areas of success for the current year and potential areas of focus and growth for the following year. Summarize evidence collected that will lead to an evaluative rating in the summative year.*

*Check-In -Overall Score: for the Year:*

*Domain One: Planning and Preparation: Ineffective Developing Accomplished Exemplary*

*Domain Two: Classroom Environment: Ineffective Developing Accomplished Exemplary*

*Domain Three: Instruction: Ineffective Developing Accomplished Exemplary*

*Domain Four: Professional Responsibilities: Ineffective Developing Accomplished Exemplary*

#### **Yearly Summary**

*Teacher Signature and Date*

*Administrator Signature and Date*

*\*\*\*The PGP will serve as the formative evaluation for tenured teachers not in their summative cycle. For non-tenured teachers and teachers in their summative cycle this still must be completed but the End of Year conference can be documented in the Summative evaluation.*



Teachers  
**SUMMARY REPORT for SUMMATIVE EVALUATION**  
**BOONE COUNTY SCHOOLS**

<b>Evaluatee:</b>	
<b>Evaluator:</b>	
<b>Cycle - From (date)</b>	<b>To (date)</b>

**SUMMARY OF SUMMATIVE SCORES:**

DOMAIN:	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1. Planning & Preparation				
2. Classroom Environment				
3. Instruction				
4. Professional Responsibilities				
<b>OVERALL PERFORMANCE PRACTICE</b>				

Corrective Action Plan developed?

YES \_\_\_\_\_

NO \_\_\_\_\_

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

RECOMMENDED FOR EMPLOYMENT FOR 20\_\_\_\_ - 20 \_\_\_\_

YES \_\_\_\_\_ NO \_\_\_\_\_

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

