

**Carter County Schools  
Certified Evaluation Plan  
2023-2024**

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## Glossary of Roles and Definitions

**Calendar Days**-all days of the calendar, including weekends, holidays, etc.

**Certified administrator**-certified school personnel 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

**Conference**-a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

**Corrective action plan**-a plan for improvement up to twelve months in duration for teachers, other professionals, principals, or other administrators who are rated ineffective as their summative rating.

**District-level administrator**-certified administrators in roles at the district level that could include district level directors.

**Evaluatee**-certified school personnel who is being evaluated

**Evaluator**-the primary evaluator as described in KRS 156.557(5)(c)2.

**Evidence**-sources of information gathered and documented

**Face-to-Face**-in person or synchronous virtual meetings when necessary.

**Formative evaluation**-defined by KRS 156.557(1)(a).

**Full observation**-an observation conducted by a certified observer for the length of a full class period or full lesson.

**Instructional days**-school days when students are present in person or in a virtual learning setting.

**Job category**-a group or class of certified school personnel positions with closely related functions

**Late hire**-any employee hired after the first 60 consecutive work days.

**Leave of absence**-not reporting to work for 60 or more consecutive days.

**Mini-observation**-an observation or site visit conducted by a certified observer that is less than a full observation and is approximately 20 minutes in length.

**Multiple measures of student learning**-assessments and data used to demonstrate student learning.

**Non-Traditional Instruction (NTI)**-instructional days in which teachers, other professionals, administrators, and students are participating in virtual learning.

**Observation/Work Site Visit**-a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and artifacts examination made during one or more classroom or worksite visits of any duration.

**Observer Calibration Training**-a process of ensuring that certified school personnel who serve as observers of evaluates have demonstrated proficiency in rating certified staff for the purposes of evaluation and feedback.

**Observer Initial Evaluation Training and Testing**-a required KDE approved training for new evaluators to ensure that certified school personnel who serve as observers of evaluates have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

**Other building level administrator**-certified administrators in roles that include associate principals, administrative deans, etc.

**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 measure**-One of four measures defined in the Kentucky Framework for Personnel Evaluation. Measures are: Planning, Environment, Instruction, and Professionalism.

**Performance rating**-the rating for each performance measure for a teacher, other professional, principal, other building-level or district-level administrator as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be Exemplary, Accomplished, Developing and Ineffective. The performance ratings are defined as”:

Exemplary-consistently exceeds expectations for effective performance

Accomplished-consistently meets expectations for effective performance.

Developing-Inconsistently meets expectations for effective performance.

Ineffective-Consistently fails to meet expectations for effective performance.

**Principal**-a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certified is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

**Professional Growth Plan**-an individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) goals for enrichment and development that are established by the evaluate 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 coordinator of presently available school and district resources to accomplish the goals.

**Professional Standards for Educational Leaders (PSEL)**-the standards by which administrators will be evaluated.

**Self-Reflection**-The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

**Student Surveys**-surveys that provide data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.

**Summative Evaluation**-defined by KRS 156.557 (1) (b)

**Summative Rating**-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.

**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.

**Virtual Learning**-a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside of the school building.

**Working days**-a day in the established employee work calendar. Students may or may not be present.

## **Teacher and Other Professionals' Evaluation Process**

(Includes, but not limited to: classroom instructors, special education instructions, interventionists, child guidance specialists, guidance counselors, instructional specialists/coaches, library media specialists, social workers, speech therapists, certified mental health specialists, and non-administrative district personnel)

### **Vision for Carter County Certified Evaluation Plan**

The vision for the Certified Evaluation Plan is to have every student taught by effective certified staff. The goal is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth. The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the Measures of:

- Planning
- Environment
- Instruction
- Professionalism

When certified staff fall under multiple frameworks, the evaluator will determine evaluates framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the candidate.

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

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Evaluators must use the following categories of evidence in determining overall ratings:

### **Required Sources of Evidence:**

- Self-Reflection/Professional Growth Plan

- Observations/site visits
- Multiple measures of student learning

**Optional Sources of Evidence:**

- Products of Practice
- Other sources which yield information related to the evaluatee's practice within the Performance Measures, and may be provided by evaluators and evaluatees. Could include but not limited to:
  - Curriculum units developed or co-developed by educator
  - Lesson Plans
  - Communication Logs
  - Timely, targeted feedback from informal observations
  - Student perception surveys
  - Student Work
  - Student formative and/or summative course evaluations/feedback
  - Minutes and/or agendas from PLCs
  - Minutes and/or agendas from other committee meetings
  - Self-reflections
  - Parent engagement surveys
  - Records of attendance
  - Video lessons
  - Engagement in professional organizations
  - Action Research
  - Other sources of evidence determined through collaboration that uniquely supports educator professional practice and effectiveness for the content/grade level.



## SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FFT)	Component	Performance Measure: Planning					Performance Measure: Environment				Performance Measure: Instruction			Performance Measure: Professionalism							
		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.
REQUIRED SOURCES OF EVIDENCE To Inform Summative Rating	Supervisor Observation	Evidence (pre/post conferences)					Observation					Evidence (pre/post conferences)									
	Self-Reflection/Professional Growth	Self-Reflection and Professional Growth Plan																			
	Multiple Measures of Student Learning	Multiple Measures of Student Learning																			

Note: Other sources of evidence may be required by evaluators.

### Sources of Evidence

#### Self-Reflection and Professional Growth Plan

All teachers and other professionals participate in Self-Reflection and Professional Growth Planning each year. Self-reflection should occur prior to initial Professional Growth Plan (PGP) development. The PGP will address realistic, focused, time-bound and measurable professional goals. The plan will connect 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 administrator, teachers will identify explicit goals that will drive the focus of professional growth activities, support and ongoing reflection. Reflective practices and professional growth planning are part of this continuous improvement system. The certified staff 1) reflects on his or her current growth needs based on multiple

sources of data and identifies an area or areas of focus; 2) collaborates with his or her supervisor to develop a professional growth plan and action steps; 3) implements the plan; 4) regularly reflects on progress and impact of the plan on his or her professional practice; 5) modifies the plan as appropriate; 6) continues implementation and ongoing reflection; and 7) conducts a summative reflection on the degree of goal attainment and next steps.

### Observation/Site Visit

The observation/site visit process is one source of evidence to determine effectiveness of professional practice. The supervisor-conducted observation/site visit will provide documentation and feedback to measure effectiveness. Only observations conducted by the evaluator will be used to inform a summative rating. The rationale for observation is to encourage continuous professional growth through feedback, reflection and planning.

### Multiple Measures of Student Learning

Multiple measures of student learning are 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 assessment data, iReady, ACT, College and Career Readiness measures, Impact Survey, formative assessment data, common classroom assessment data, and formal analysis of assignments and accompanying student work.

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

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

**Certified Evaluation Implementation Timeline for Teachers and Other Professionals**

<b>Timeline</b>	<b>Action</b>
<b>First 30 calendar days of reporting for employment</b>	<b>Evaluation Criteria and process shall be explained by the Evaluators.</b>
<b>First 60 instructional days</b>	<b>Evaluatee reflects on his/her current growth needs and collaborates with the Evaluator to complete the initial self-reflection and to develop the PGP. Evaluator must approve these within the first 60 instructional days.</b>
<b>Fall Semester</b>	<b>Evaluator will do observations with pre/post conferences.</b>
<b>Mid-Year Review (recommended) (November-January)</b>	<b>Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.</b>
<b>Spring Semester</b>	<b>Evaluatee continues growth plan implementation and ongoing self-reflection. Evaluator completes observations with pre/post conferences.</b>
<b>By April 15 (non-tenured) /May 15 (tenured)/June 15 (Counselors)</b>	<b>Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.</b>

**Observer Initial Evaluation Training and Observer Calibration**

All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their Initial KDE-approved training, evaluators must obtain a minimum of six hours annually of EILA-approved training for evaluation purposes. The six hours of annual training will include training on observer calibration to ensure consistency of observations.

- Only evaluators who have completed the required training (initial or update) can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the required training, the district will provide the following support:
  - A substitute observer will be assigned by the superintendent or designee from a pool of current (or retired) district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present for the observation.
  - Additional trainings will be provided by district as needed.
  - Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

**Observation/Worksite Visit Model**

<b>Tenured Certified Staff</b>			
<b>Formative - Year 1</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline * **</b>
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30 <sup>th</sup>
<b>Formative - Year 2</b>			
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30 <sup>th</sup>
<b>Summative - Year 3</b>			
All observations must be completed by April 30 <sup>th</sup>			
Full Observation (class period or lesson)	Minimum of 1 time in the Summative year	Administrator	After the evaluation training and prior to April 30 <sup>th</sup>
<b>Non-Tenured Certified Staff (2 observations minimum EACH year)</b>			
All observations must be completed by March 31 <sup>st</sup> .			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline * **</b>
Full Observation (class period or lesson)	Minimum of 2 per year	Administrator	One must be conducted after the evaluation training and prior to winter break. The second one must be conducted between the first day of the second semester and March 31 <sup>st</sup> .

Late Hires/Leaves of Absence (not report to work for 60 or more consecutive school days): teachers and other professionals in their summative evaluation year must have a minimum of one full observation by March 31<sup>st</sup> (non-tenured) or April 30<sup>th</sup> (tenured). Tenured teachers and other professionals in one of their formative evaluation years must have a minimum of one mini-observation by April 30<sup>th</sup>. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing, and signed/dated by evaluatee and evaluator.

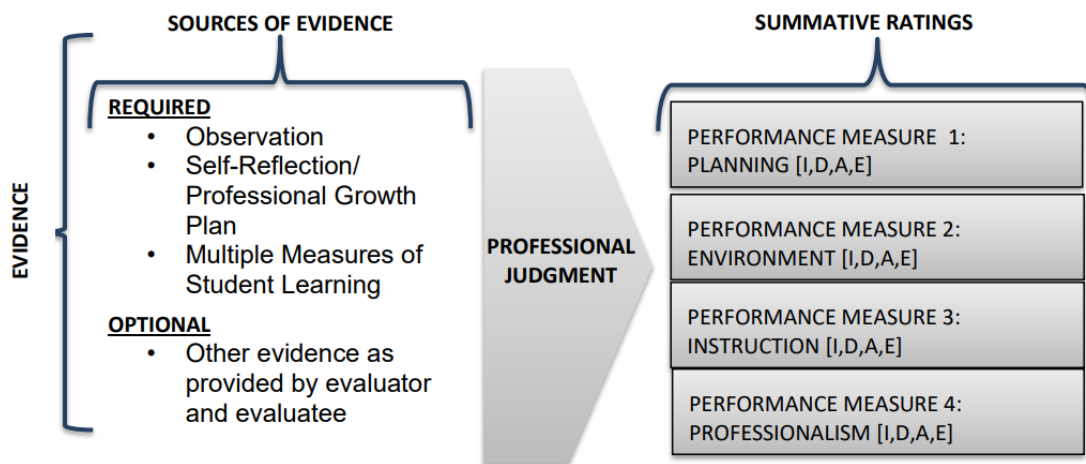
Instructional Calendar Changes (i.e., snow/NTI data)-timelines may need to be adjusted if the instructional calendar is changed.

**Observation Conferencing Protocols (Tenured and Non-Tenured Certified Staff)**

<b>Pre-Conference</b>	<b>Post-Conference</b>
<ul style="list-style-type: none"> <li>Pre-Conference required for each observation within 1-5 instructional days before observation.                             <ul style="list-style-type: none"> <li>- Conference is face-to face OR electronic.</li> <li>- Evaluatee submits lesson plans and/or pre-observation form.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post-Conference required within 5 working days after observation.                             <ul style="list-style-type: none"> <li>- Conference must be face-to-face.</li> <li>- Conference must be documented in writing and signed physically or virtually by Evaluatee and Evaluator.</li> </ul> </li> </ul>

## Rating the Performance Measures

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific Performance Measures. When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework would include discussion with the evaluatee. 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 Performance Measure at the culmination of an educator's cycle. Supervisors will provide a summative rating for each Performance Measure based on evidence.



## Determining the Summative Rating

Supervisors are responsible for determining the Summative Rating for each school level certified staff at the conclusion of the summative evaluation year. The Summative Rating is determined by the performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary**-consistently exceeds expectations for effective performance

**Accomplished**-consistently meets expectations for effective performance

**Developing**-inconsistently meets expectations for effective performance

**Ineffective**-consistently fails to meet expectations for effective performance.

For certified, tenured employees in their summative year evaluation cycle, supervisors need to factor in any data and evidence from the two previous formative evaluation cycle years to determine a summative rating for the current year. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file.

For certified, non-tenured employees, each year is a summative evaluation cycle year, so the supervisor would not factor in any data or evidence from previous years to attain the summative rating for the current year.

The evaluator determines the performance rating for each Performance Measure based on evidence that demonstrates the educator’s performance that aligns with the framework, district-developed rubrics and the decision rules that establish a common understanding of performance thresholds to which all educators are held. The Summative Rating is then informed by the educator’s performance ratings in each of the four Performance Measures using the following decision rules:

**CRITERIA FOR DETERMINING A TEACHER’S/OTHER PROFESSIONAL’S SUMMATIVE RATING**

<b>IF...</b>	<b>THEN...</b>
<b>Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY</b>	<b>Summative Rating shall be Exemplary or Accomplished</b>
<b>Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY</b>	<b>Summative Rating shall be Accomplished</b>
<b>Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED</b>	<b>Summative Rating shall be Accomplished or Developing</b>
<b>Performance Measures 1 OR 4 are rated INEFFECTIVE</b>	<b>Summative Rating shall NOT be Exemplary</b>
<b>Performance Measures 2 OR 3 are rated INEFFECTIVE</b>	<b>Summative Rating shall be Developing or Ineffective **</b>
<b>Performance Measures 2 and 3 are rated INEFFECTIVE</b>	<b>Summative Rating shall be Ineffective **</b>

\*\*An Ineffective Rating indicates a Corrective Action Plan for professional growth is required.

# Principals' and Other Building-Level and District-Level Administrators' Evaluation Process

## **Evaluation Plan Vision-Principals, Other Building-Level Administrators, and District-Level Administrators**

The vision for the Certified Evaluation Plan for Principals, Other Building-Level Administrators and District-Level Administrators is to have every school and our district led by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

Required and Optional Evidence for Principals, Other Building-Level and District-Level Administrators

Required sources of evidence evaluators must use in determining summative ratings:

- Self-Reflection/Professional Growth Plan
- Site Visits and/or Conferences
- Multiple Measures of Student Learning

### **Other possible sources**

Other sources which should yield information related to the evaluatee's practice within the Performance Measures and may be provide by evaluators and evaluatees, include but are not limited to:

- Products of Practice
- Surveys
- School Report Card
- Other Sources may include:
  - Agenda and/or minutes from
    - SBDM Meetings
    - Staff Meetings
    - PLC/Department/Grade meetings
    - Leadership Team Meetings
  - Instructional Walkthrough documentation
  - Budgets
  - EILA/Professional Learning documentation
  - Surveys
  - Professional Organization participation
  - Parent/community engagement events documentation
  - School schedules
  - Other information as identified by evaluatee and/or evaluator



## Performance Measures and the Professional Standards for Educational Leaders (PSEL)

Principals, Other Building-Level and District-Level Administrators will be evaluated using the Professional Standards for Educational Leaders (PSEL). The Performance Measures and Sources of Evidence are depicted in this framework:

**Sources of Evidence Framework for Principals, Other Building-Level, and District-Level Administrators**

Kentucky Principal Standards: Professional Standards for Educational Leaders (PSEL)	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
	<p><u>Standard 1:</u> Mission, Vision and Core Values</p> <p><u>Standard 9:</u> Operations and Management</p> <p><u>Standard 10:</u> School Improvement</p>	<p><u>Standard 3:</u> Equity and Cultural Responsiveness</p> <p><u>Standard 5:</u> Community of Care and Support for Students</p> <p><u>Standard 7:</u> Professional Community for Teachers and Staff</p>	<p><u>Standard 4:</u> Curriculum, Instruction and Assessment</p> <p><u>Standard 6:</u> Professional Capacity of School Personnel</p>	<p><u>Standard 2:</u> Ethics and Professional Norms</p> <p><u>Standard 8:</u> Meaningful Engagement of Families and Community</p>
Required Sources of Evidence	Self-Reflection and Professional Growth Plan			
	Observations and/or Site Visits (conferences)			
	Multiple Measures of Student Learning			

### Sources of Evidence

#### Self-Reflection and Professional Growth Plan

All building-level and district-level administrators will complete the self-reflection and develop a Professional Growth Plan (PGP) each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan (PGP) will be developed within the first 90 work days and address realistic, focused and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need, as identified by the evaluator. The plan may connect data from multiple sources including site visits/conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

### **Site Visits for Principals (formal site visits are not required for other building-level or district-level administrators)**

Site visits are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During a site visit, the superintendent or designee will observe and discuss the administrator's performance in relation to the PSEL standards. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

### **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 evaluate. Measures of student learning could include, but are not limited to: state assessment, iReady, ACT, College and Career Readiness indicators, classroom and formative assessments, and Impact Survey.

Timeline * **	Action
First 30 calendar days of reporting for employment	Evaluation criteria and process shall be explained by the Evaluator.
First 90 work days	Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan.
Fall semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Principal performance standards will be reviewed.</p> <p><u>For Other Building-Level and District-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level or District-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
Mid-Year Review ( <i>recommended</i> ) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.
Spring Semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.</p> <p><u>For Other Building-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>

	<u>For District-Level Administrators</u> , the Evaluator must complete a minimum of one site visit <u>EITHER</u> in the Fall <u>OR</u> Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.
By June 15	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.

**\*Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days):**

Administrators must have a minimum of one site visit. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

**\*\*Instructional Calendar Changes (i.e. snow day)** - Timelines may need to be adjusted if the instructional calendar is changed.

**Observer Initial Evaluation Training and Testing/Observer Calibration Training**

All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. 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 (KYFFT) are applied in observation.

- Only supervisors who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
  - o A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
  - o Additional trainings will be provided by district personnel as needed.

Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

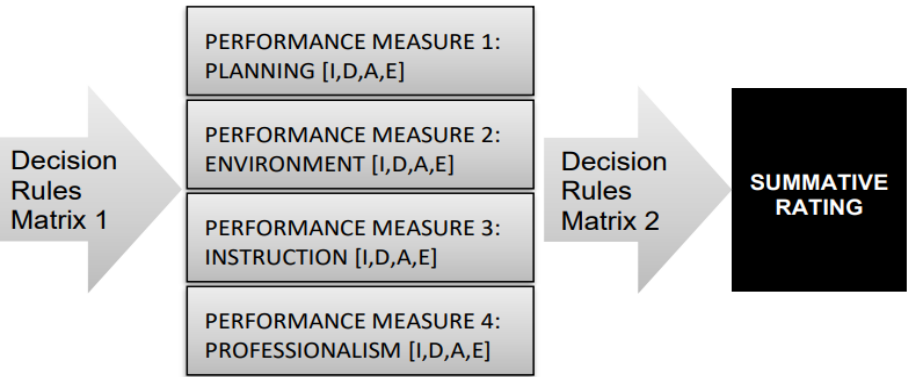
## Sources of Evidence

### REQUIRED:

- Self Reflection/PGP
- Site Visits
- Multiple Measures of Student Learning

### Optional

- Work Products
- Surveys
- Other Sources



### Professional Judgment:

Establishing a common understanding of performance thresholds to which all educators are held.

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

### Professional Standards for Educational Leaders (PSEL)

The Professional Standards for Educational Leaders (PSEL) provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Professional practice will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is expected that most administrators will maintain an accomplished rating but will occasionally have exemplary performance on the Performance measures at any given time. The Summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

## Determining the Summative Rating

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. The Summative Rating is determined by the performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary**-consistently exceeds expectations for effective performance

**Accomplished**-consistently meets expectations for effective performance

**Developing**-inconsistently meets expectations for effective performance

**Ineffective**-consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/district level. The summative form will be submitted to the district for the official personnel file. The Evaluator will use the following decision rules for determining the Summative Rating:

### Decision Rules Matrix 1: Determining the Ratings for Each Performance Measure

IF...	THEN...
The Performance Measure has more than one standard and those standards are given the exact same rating	The Performance Measure rating shall be the rating given for those standards.
The Performance Measure has more than one standard and those standards are given different ratings	The Performance Measure rating shall be based on the sources of evidence and the evaluator's professional judgment.

### Decision Rules Matrix 2: Determining the Summative Rating using the Performance Measures Ratings

IF...	THEN...
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

## **Corrective Action Plan (CAP)**

A corrective action plan, with measurable goals that are tied to the performance measure of concern, may be written at any time during the school year, but shall be written if evaluatee receives an “Ineffective” rating on the final summative form.

Corrective Action Plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an Ineffective rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing:

- 1) Corrective Action Plan measurable goals and objectives
- 2) Procedures and activities designed to achieve Corrective Action Plan goals and objectives
- 3) Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives.

Employees who fail to meet the measureable goals identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by May 15<sup>th</sup>.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed after the summative conference, no more than 3 specified Performance Measures should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

NOTE: It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, nonbinding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 5 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district’s Grievance Procedure

**RESPONSIBILITIES FOR EVALUATION:  
ALL CERTIFIED PERSONNEL**



The Carter County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional growth and effectiveness coaches, guidance counselors, social workers, media specialists, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school.

All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31 All certified employees non-renewed for cause

April 15 All non-tenured certified staff (school and district level) (Year 1 – through Year 4)

May 15 All tenured certified staff (school and district level)

June 15 All administrative and counseling staff

#### EVALUATION TRAINING

All Carter County Evaluators shall be trained, tested and certified according to Kentucky guidelines for the evaluation of certified personnel. Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district's certified evaluation plan. Furthermore, all evaluators must meet the CEP requirements for evaluating prior to conducting a formative or summative evaluation.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six hours of evaluation training per year. This training shall be in any one, or combination, of the following skill areas:

- 1) Use of the local evaluation process and instrument;
- 2) Identification of effective teaching/management practices;
- 3) Effective observation and conferencing employee improvement plans;
- 4) Establishing and assisting with certified employee improvement plans;

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator's required hours of continued certification. The Carter County Board of Education has designated the District Professional Development Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan.

## APPEALS/HEARINGS

Certified Personnel (03.18 AP.11)

### PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

### APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that she/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

1. Both the evaluatee and the evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The evaluator and evaluatee will exchange documentation on or before the preliminary meeting. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Panel members may pose additional questions during the hearing.
3. The panel, evaluator, and the evaluatee will agree on a time and place for the hearing within five days of the preliminary meeting.
4. Legal counsel may be present during the hearing to represent either or both parties.
5. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
6. Only Panel members, the evaluatee and evaluator, legal counsel, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

## APPEALS/HEARINGS

Certified Personnel (03.18 AP.11) (CONTINUED)

### HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The Panel may question the evaluatee and the evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee.
  - d. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
8. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.
9. The Superintendent shall act on the recommendation(s) of the Panel.
10. The Superintendent's, the panel's recommendation, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.
12. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

# **Appendix A: Self-Reflection And Professional Growth Plan**

**Teachers**

**Other Professionals,**

**Principals**

**District Certified Personnel**

## TEACHER SELF-REFLECTION

Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating. TEACHER: SCHOOL:

DATE:

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	

## Kentucky Framework for Specialist SELF-REFLECTION – School Guidance Counselor

**Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating.**

**TEACHER:**

**SCHOOL:**

**DATE:**

COMPONENT	SELF-ASSESSMEMNT				RATIONALE
1A –Demonstrating knowledge of counseling theory and pedagogy	I	D	A	E	
1B- Demonstrating knowledge of child and adolescent students	I	D	A	E	
1C- Establishing goals for the counseling program appropriate for the setting and the students served	I	D	A	E	
1D- Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E- Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F- Developing a plan to evaluate the counseling program	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B- Establishing a culture for productive learning	I	D	A	E	
2C- Managing routines and procedures	I	D	A	E	
2D- Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E- Organizing physical space	I	D	A	E	
3A- Assessing student needs	I	D	A	E	
3B- Assisting students and teachers in the formulation pf academic, personal, social, and career plans based on knowledge of student needs	I	D	A	E	
3C- Using counseling text makes an individual and classroom programs	I	D	A	E	
3D- Brokering resources to meet student needs	I	D	A	E	
3E- Demonstrating flexibility and responsiveness	I	D	A	E	
4A- Reflecting on practice	I	D	A	E	
4B- Maintaining accurate records and submitting them in a timely fashion	I	D	A	E	
4C-Communicating with Families	I	D	A	E	
4D- Participating in a Professional Community	I	D	A	E	
4E- Engaging in professional development	I	D	A	E	
4F- Demonstrating Professionalism	I	D	A	E	

## Kentucky Framework for Specialist SELF-REFLECTION – School Psychologist

**Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating. TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_**

COMPONENT	SELF-ASSESSMENT				RATIONALE
1A – Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B- Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C- Establishing goals for the psychology program appropriate for the setting and the students	I	D	A	E	
1D- Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E- Planning the psychology program integrated with the regular school program to meet the needs of individual students 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 routines	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 provider	I	D	A	E	
3F-Demonstrating flexibility and responsiveness	I	D	A	E	
4A- Reflecting on practice	I	D	A	E	
4B- Communicating with families	I	D	A	E	
4C-Maintaining accurate records	I	D	A	E	
4D- Participating in a Professional Community	I	D	A	E	
4E- Engaging in professional development	I	D	A	E	
4F- Demonstrating Professionalism	I	D	A	E	

## Kentucky Framework for Specialist SELF-REFLECTION – Speech Pathologist

Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating. TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMPONENT	SELF-ASSESSMENT				RATIONALE
1A –Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B- Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C -Demonstrating knowledge of state and federal regulations and guidelines	I	D	A	E	
1D- Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F- Developing a plan to evaluate the speech program	I	D	A	E	
2A- Establishing rapport with students	I	D	A	E	
2B- Engaging time effectively	I	D	A	E	
2C- Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D- Establishing standards of conduct in the treatment center	I	D	A	E	
2E- Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A- Responding to referrals and evaluating student needs	I	D	A	E	
3B-Developing and implementing treatment plan to maximize student success	I	D	A	E	
3C- Communicating with families	I	D	A	E	
3D- Collecting information; writing reports	I	D	A	E	
3E-Demonstrating Flexibility and responsiveness	I	D	A	E	
4A- Reflecting on practice	I	D	A	E	
4B- Collaborating with teachers and administrators	I	D	A	E	
4C-Maintaining an effective data management system	I	D	A	E	
4D- Participating in a Professional Community	I	D	A	E	
4E- Engaging in professional development	I	D	A	E	
4F- Demonstrating Professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	



## Kentucky Framework for Specialist SELF-REFLECTION – Instructional Coaches

**Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating.**

**TEACHER:**

**SCHOOL:**

**DATE:**

COMPONENT	SELF-ASSESSMENT				RATIONALE
1A –Demonstrating knowledge of current trends in specialty areas and professional development	I	D	A	E	
1B- Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program	I	D	A	E	
1C –Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D- Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E- Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F- Developing a plan to evaluate the instructional support program	I	D	A	E	
2A- Creating an environment of trust and respect	I	D	A	E	
2B- Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C- Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D- Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E- Organizing physical space for workshops or training	I	D	A	E	
3A- Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B-Engaging teachers in learning new instructional skills	I	D	A	E	
3C- Sharing expertise with staff	I	D	A	E	
3D- Locating resources for teachers to support instructional improvement	I	D	A	E	
3E-Demonstrating flexibility and responsiveness	I	D	A	E	
4A- Reflecting on practice	I	D	A	E	
4B- Preparing and submitting budgets and reports	I	D	A	E	
4C- Coordinating work with other instructional specialists	I	D	A	E	
4D- Participating in a Professional Community	I	D	A	E	
4E- Engaging in professional development	I	D	A	E	
4F- Demonstrating Professionalism including integrity confidentiality	I	D	A	E	

## Kentucky Framework for Specialist SELF-REFLECTION – Library Media Specialists

Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating.

TEACHER:

SCHOOL:

DATE:

COMPONENT	SELF-ASSESSMENT				RATIONALE
1A –Demonstrating knowledge of content curriculum and process	I	D	A	E	
1B- Demonstrating knowledge of students	I	D	A	E	
1C –Supporting instructional goals	I	D	A	E	
1D- Demonstrating knowledge and use of resources	I	D	A	E	
1E- Demonstrating a knowledge of literature and lifelong learning	I	D	A	E	
1F- Collaborating in the design of instructional experiences	I	D	A	E	
2A- Creating an environment of trust and respect	I	D	A	E	
2B- Establishing a culture for learning	I	D	A	E	
2C- Managing library procedures	I	D	A	E	
2D- Managing student behavior	I	D	A	E	
2E- Organizing physical space	I	D	A	E	
3A- Communicating clearly and accurately	I	D	A	E	
3B-Using questioning and research techniques	I	D	A	E	
3C- Engaging students in learning	I	D	A	E	
3D- Assessment in instruction(whole class, one-on-one and small group)	I	D	A	E	
3E-Demonstrating flexibility and responsiveness	I	D	A	E	
4A- Reflecting on practice	I	D	A	E	
4B- Maintaining accurate records	I	D	A	E	
4C-Communicating with school staff and community	I	D	A	E	
4D- Participating in a Professional Community	I	D	A	E	
4E- Growing and developing professionally	I	D	A	E	
4F- Collection development and maintenance	I	D	A	E	
4G- Managing the library budget	I	D	A	E	
4H- Managing personnel	I	D	A	E	
4I-Professional ethics	I	D	A	E	

Professional Growth Planning Template: TEACHER/OTHER PROFESSIONAL

Part A: Designating a Domain of Focus for Professional Growth

<b>Teacher/Other Professional</b>										
<b>School</b>										
<b>Grade Level/Subject/Specialty</b>										
<b>Domain:</b>	<b>Component:</b> Circle Professional Growth Priority Components						<b>Select a component from those circled for focused professional growth goal development (Part B):</b>			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment/Environment	2A	2B	2C	2D	2E					
Instruction/Delivery of Service	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
<i>Current Level of Performance for Selected Component:</i>							I	D	A	E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>• What do I want to change about my instruction/Delivery of Service that will effectively impact student learning/students ?</li> <li>• What is my personal learning necessary to make that change?</li> <li>• What are the measures of success?</li> </ul>	<p><b>GOAL</b></p>
--	--------------------

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
<b>Demonstrable:</b>		

<b>Identify the documentation intended to demonstrate your professional growth.</b>		
<input type="checkbox"/> Sources of Evidence	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

**Part C: Summative Reflection- Level of Attainment for Professional Growth Goal**

Date:	End of Year Reflection:

Next Steps:

<b>Connection to Framework for Teaching:</b>	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

## Self –Reflection & Professional Growth Planning Template for Principal/Assistant

<b>Principal/Assistant Prin.</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

### Part A: Reflection on the Standards in the Kentucky Principal Standards for Effective Leadership

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment			
<b>1. Mission, Vision, and Core Values</b> <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>	I	D	A	E
<b>2.. Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each students academic success and well-being.</i>	I	D	A	E
<b>3. Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</i>	I	D	A	E
<b>4. Curriculum, Instruction, and Assessment</b> <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>	I	D	A	E
<b>5. Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E
<b>6. Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</i>	I	D	A	E
<b>7. Professional Community for Teachers and Staff</b> <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>	I	D	A	E
<b>8. Meaningful Engagement of Families and Community</b>				

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

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

## Part A: Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** Based on the areas of growth identified in Self-Reflection complete this section at the beginning of the school year.

<b>Connection to Standards</b>			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
<b>Standard Connection</b>			
<b>Goal:</b>			
<b>Action Plan</b>			
<b>Professional Learning</b>	<b>Strategies/Actions</b>	<b>Resources/Support</b>	<b>Targeted Completion Date</b>
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	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?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?
<b>Administrator's Signature:</b>		<b>Date:</b>	
<b>Superintendent's Signature:</b>		<b>Date:</b>	

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

Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:



## Professional Growth Planning Template For District Certified Personnel

<b>District Certified Personnel</b>	
<b>EPSB ID#</b>	
<b>Title</b>	
<b>School</b>	
<b>Level</b>	

### Part A: Reflection on the Professional Standards for Educational Leaders for District Certified Personnel

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment			
<b>1. Mission, Vision, and Core Values</b> <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>	I	D	A	E
<b>2. Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each students academic success and well-being</i>	I	D	A	E
<b>3. Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E
<b>4. Curriculum, Instruction, and Assessment</b> <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>	I	D	A	E
<b>5. Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E
<b>6. Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being</i>	I	D	A	E
<b>7. Professional Community for Teachers and Staff</b> <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>	I	D	A	E
<b>8. Meaningful Engagement of Families and Community</b>	I	D	A	E

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

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



Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

**Appendix B:**

**Pre-Observation**

**And**

**Post-Observation**

**Form**

## PRE-OBSERVATION DOCUMENT

<b>Teachers</b>	
<b>School</b>	
<b>Specialty Area</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

### Preconference (Planning Conference)

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage students in the learning? What will you do? What will students do? Will the students work in groups, 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?	
Do you have plans/goals to maximize student's success?	
How and when will you know whether the students have achieved the learning target?	
Is there anything that you would like me to specifically look for during the visit?	

## PRE-OBSERVATION DOCUMENT

<b>Other Professionals</b>	
<b>School</b>	
<b>Specialty Area</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

### Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your goal for your program? (Instruction, Therapy, Guidance, Speech, Library)	
How does your services integrate into the overall school program?	
How do you manage routines and procedures? (schedules, expectations, referrals)	
How is your rapport with students, faculty, etc? Do you create an environment of trust and respect?	
Do you demonstrate flexibility and responsiveness in your delivery of services?	
Do you have plans/goals to maximize student's success?	
How is your collaboration with teachers and other faculty? Communication skills? Showing professionalism and confidentiality? Participation in PLC or other professional learning?	
Is there anything that you would like me to specifically look for during the visit?	

## POST-OBSERVATION DOCUMENT

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade/Content</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

In general, how successful was the lesson? Did the students achieve the learning targets? 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, sources of evidence assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

	Rating:							
Planning	I	D	A	E				
Environment	I	D	A	E				
Instruction	I	D	A	E				
Professionalism	I	D	A	E				
	I	D	A	E				

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\*Denotes sharing of results, not necessarily agreement with the formative rating



## POST-OBSERVATION DOCUMENT

<b>Other Professional</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Specialty Area</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

In general, how do think the observation went?	
In addition to the events witnessed by the observer, what other sources of evidence assisted you in making your determination for question one?	
To what extent did physical space, schedules, contribute to what the observer saw?	
If you have an opportunity to be observed again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

	<b>Rating:</b>							
	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>				
Planning	I	D	A	E				
Environment	I	D	A	E				
Instruction	I	D	A	E				
Professionalism	I	D	A	E				
	I	D	A	E				

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

# **APPENDIX C: Summative Evaluation Form**

**Teachers**

**Other Professionals**

**Principals/Assistant Principals**

**Other District Certified**

