

Clay County Public Schools

Professional Growth and Certified Personnel Evaluation Plan

School Year 2022-2023

**“PREPARING THE HEARTS AND MINDS OF EVERY
STUDENT FOR A SUCCESSFUL AND ATTAINABLE
FUTURE”**

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Certified Personnel Evaluation Plan

Certified Personnel Evaluation Plan Committee Members

Administrators:

William Sexton, Superintendent
Renee Smith, Supervisor of Instruction
Dwight Harris, Principal
Nadine Couch, Principal
Steve Burchfield, Principal
Mike Gregory, Principal

Teachers:

Heather Melton, Big Creek Elementary
Tiffany Murphy, Clay County High School
Jammie Gregory, Clay County Middle School
Shannon Eaton, Paces Creek Elementary
Teresa Fields, Manchester Elementary
Kira Napier, Hacker Elementary

**ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

The Clay County Public School hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557). See previous page for list of committee members.

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 07/11/2022. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Certified Personnel Evaluation Plan

The vision for the Certified Personnel 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

1. **Accomplished Performance Rating:** means the rating for performance that consistently meets expectations for effective performance within professional practice and overall.
2. **Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with their evaluation.
3. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
4. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
5. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
6. **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.
7. **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.
8. **Developing Performance Rating:** means the rating for performance that inconsistently meets expectations for effective performance within professional practice and overall.
9. **Evaluatee:** A certified school personnel who is being evaluated.
10. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
11. **Exemplary Performance Rating:** means the rating for performance that consistently exceeds expectations for effective performance within professional practice and overall.
12. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
13. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
14. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice.
 - b. Principals who are rated ineffective in professional practice.
15. **Ineffective Performance Rating:** means the rating for performance that consistently fails to meet expectations for effective performance within professional practice and overall.
16. **Job Category:** A group or class of certified school personnel positions with closely related functions.
17. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
18. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments,

and examination of the data collected during one (1) or more classrooms or worksite visits of any duration.

19. **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.
20. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Measure:** One of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
23. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal 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.
24. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
25. **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.
26. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
27. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings
28. **Summative Rating:** The overall rating for certified school personnel below the level of Superintendent as determined district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
29. **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.

The Kentucky Framework for Personnel Evaluation

The Kentucky Framework for Teaching (Appendix A) is designed to support student achievement, evaluation, and professionalism. The performance criteria for each certified role group is identified below:

Performance Criteria TEACHER

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Performance Criteria OTHER PROFESSIONAL

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Delivery of Service
Professionalism

Performance Criteria PRINCIPAL

Professional Standards for Educational Leadership

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

Performance Criteria DISTRICT CERTIFIED PERSONNEL

Professional Standards for Educational Leadership

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

Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

For the Evaluation of certified personnel, required and supplementary evidence, per the charts on the following pages will be utilized.

Sources of Evidence

Both teachers and evaluators share responsibility for determining appropriate and relevant evidence. All evidence must be “products of an educator’s work that demonstrate knowledge

and skills of the educator”. In other words, evidence should be naturally occurring products related to the day-to-day work of teaching and learning.

The following charts represent sources of district-approved evidences aligned to each performance measure and used by evaluators to inform performance measure ratings for all certified personnel below the level of Superintendent. All components and sources of evidence related to supporting an educator’s performance level will be completed and documented to inform the Summative Rating.

TEACHER CRITERIA

	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
Teacher Criteria Ky Framework for Teaching	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
Examples of Primary Sources of Evidence to inform measures	PGP/Reflection Lessons Plans Data analysis	PGP/Reflection Observation Walkthroughs	Observation Assessments Data Analysis	Observation Evidence of Professional Learning Involvement in school activities
Supplementary Evidence (optional, but welcome)	Curriculum Guides PLC Participation		Student Work PLC Participation	PLC Participation
RATING	I/D/A/E	I/D/A/E	I/D/A/E	I/D/A/E

OTHER PROFESSIONALS WITH SPECIALIST FRAMEWORK CRITERIA

	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
<u>Other Professional</u> The Kentucky Framework for Teaching-Specialists Frameworks	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Delivery of Service	Domain 4: Professionalism
Examples of Primary Sources of Evidence to inform measures	PGP/Reflection Site Visit Organized Schedule (If Applicable)	Site Visits Supportive Environment Organized Schedule (If Applicable)	Site Visit Documentation of Service Logs (If Applicable) Assessments Data Analysis	Site Visit PGP /Reflection Professional Learning Reports Completed & Accurate
Supplementary Evidence (optional, but welcome)	Lesson Plans PLC Agendas/Meet	Walk through	Student Work Walk through	PLC Participation
RATING	I/D/A/E	I/D/A/E	I/D/A/E	I/D/A/E

PRINCIPAL/Assistant Principal CRITERIA

	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
Principal Criteria Professional Standards for Educational Excellence	<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 8</u> Meaningful Engagement of Families and Community
Examples of Primary Sources of Evidence to inform measures	Budgets Safety Reports IMPACT Survey School Schedule Mission and Vision Statement CSIP	Community, Partnerships & Media Work Teacher Training Participation After School events and Open House	PLC Agendas/Meetings Monitoring & Observation Documentation Data	EILA Training Observation Documentation Conferences Evidence of Parent Trainings
Supplementary Evidence (optional, but welcome)	SBDM Minutes- Teacher Observations	Email Correspondence	Professional Trainings SBDM Meetings Mentoring Programs	Email Correspondence
RATING	I/D/A/E	I/D/A/E	I/D/A/E	I/D/A/E

DISTRICT CERTIFIED PERSONNEL CRITERIA

	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
District Certified Personnel Criteria Professional Standards for Educational Leaders	<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 8</u> Meaningful Engagement of Families and Community
Examples of Primary Sources of Evidence to inform measures	Site Visit Record Keeping System External Reviews/Audits- Student Performance Data	Site Visit Community & Media Relations External Reviews/Audits Student Performance Data	Site Visit Curriculum Framework Student performance Data	EILA Credit Reports Completed and Accurate PGP/Reflection
Supplementary Evidence (optional, but welcome)	Facility Plan District Safety Plan CDIP Implementation of Board Policies Performance evidence applicable to the evaluate that characterizes professional effectiveness	Facility Plan Safety Plan IMPACT Survey Performance evidence applicable to the evaluate that characterizes professional effectiveness	External Reviews/Audits Performance evidence applicable to the evaluate that characterizes professional effectiveness	Effective Communication Policy Board Policy/Implementation Performance evidence applicable to the evaluate that characterizes professional effectiveness
RATING	I/D/A/E	I/D/A/E	I/D/A/E	I/D/A/E

Professional Growth Planning and Self-Reflection

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the Administrators, Teachers, Other Professionals, Principals, and Other District Certified Personnel identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

Procedures:

1. All teachers, other professionals, principals and other district certified personnel will participate in professional growth planning each year.
2. The PGP and Self-Reflection (Appendix A) must be completed by September 15th of each year. A copy of the completed document with signatures noting approval by the supervisor will be placed in each employee's evaluation file that will be kept at the school/district by the administrator. Certified employees hired after the beginning of the official school year will be given thirty (30) calendar days from the date of hire to complete the professional growth plan.

Observation/Site Visit

The observation/Site Visit process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher, other professional, and principal.

Evaluator Certification Has Three Components

- (1) The primary evaluator is the immediate supervisor of the certified school personnel. All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training (12 hours of training by KDE or approved provider) prior to conducting formative or summative evaluations for the purpose of evaluation.
- (2) **704 KAR 3:370** Section 6, states that continued approval as an evaluator shall be contingent upon the completion of a minimum six (6) hours of **EILA Approved** evaluation training every year. The training shall be in any one, or a combination of the following skill areas:
 - Effective observation and conferencing techniques
 - Clear and timely Feedback
 - Effective observation and conferencing techniques
 - Establishing and assisting with certified employee professional growth plans
 - Summative decision techniques
- (3) All evaluators conducting observations will receive training in observation techniques annually.

Observation Procedures:

1. All certified personnel shall receive orientation on the evaluation plan, documents, and the criteria for which they are evaluated within the first thirty (30) calendar days of reporting for employment each school year.
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the certified teacher or other professional. All monitoring of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher, other professionals, or administrator.
3. Unannounced visits to the classroom are acceptable.
4. The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
5. Any person has the right to appeal summative evaluation (See Local Appeals Process)

Observation Schedule

Observations may begin after the evaluation training takes place within the first thirty (30) calendar days of school. Non-tenured teachers and other professionals staff will receive a minimum of three (3) observations per year (2 Mini and 1 Full). Tenured teachers and other professionals will receive a minimum of three (3) observations in the summative cycle. (Year 1 –Mini, Year 2-Mini, Year 3-Full)
The schedule for teachers and other professionals will be as follows:

OBSERVATION SCHEDULES

Non-tenured/Tenured – 1 Year Cycle Teachers’ or Other Professionals’ Observation Schedule

Observation by Semester	Date	Type of Observation Required
1 st Semester	Begins after orientation to Certified Evaluation Plan and ends December 31	2 Mini (evaluator may choose to do additional observations if needed)
2 nd Semester	Begins January 4 th and ends May 1st	1 Full (evaluator may choose to do additional observations if needed)

Tenured – 3 Year Cycle Teachers’ or Other Professionals’ Observation Schedule

Year	Date	Type of Observation Required
One	Begins after orientation to Certified Evaluation Plan and ends June 15	Mini (evaluator may choose to do additional if needed)
Two	Begins after orientation to Certified Evaluation Plan and ends June 15	Mini (evaluator may choose to do additional if needed)
Three	Begins after orientation to Certified Evaluation Plan and ends June 15	Full (evaluator may choose to do additional if needed)

**Pre-Observation Conferences*

1. Pre-Observation conferences will be held with both the evaluator and evaluatee within five (5) working days prior to the observation.
2. The Pre-Observation Form (Appendix F) shall be completed and the conference will occur face-to-face for FULL observations.
3. The Pre-Observation Form is optional for MINI observations. The evaluator or the evaluatee may request a face-to-face pre-observation conference for the mini. If completed the Pre-Observation form may be submitted electronically within five working days.

Post-Observation Conferences

1. A Post-Observation Conference Form (Appendix F) shall be completed after Full observations.
2. A face-to-face conference shall follow each FULL observation within five (5) working days of each observation.
3. All observations Mini and Full must be documented in writing and included in the official personnel record in the district platform.

Summative Evaluation Conferences

1. Summative evaluations forms must be completed by May 15th for non-tenured and June 15th for tenured, and recorded in the District Platform. In case of inclement weather, the Superintendent may allow modifications to the Observation Schedule.
2. The summative of Non-tenured personnel that are not being recommended for renewal shall be completed before May 1st by the principal and discussed with the superintendent.
3. The summative evaluation conference shall be held at the end of the summative evaluation cycle. If an action plan is deemed necessary after the summative evaluation conference, the principal will help establish and assist the teacher with the plan.
4. A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee’s personnel file at Local Board of Education Office.

Assistant Principal Observations

Observations are a method by which the principal may gain insight into the assistant principal's practice in relation to **the PSEL**. During an observation, the principal will discuss various aspects of the job with the assistant principal, and will use these responses to determine issues to further explore with the faculty and staff. The principal will conduct an observation at least twice each year, unless the Assistant Principal is hired after January 1st, then only one observation will be required.

- Observations should have a minimum duration of one hour with a recommended half day.
- Following each observation, a post observation conference must be conducted within five working days. During this post conference the following topics must be addressed if available
 - Self-Reflection
 - PGP Progress
 - Evidences relevant to **the 10** principal standards
 - **IMPACT Kentucky** results
- Feedback should include reference to the performance measures for each principal standard to find examples of behaviors that support a degree of effectiveness for that measure.
- Any Assistant Principal hired after January 1st will only be required to have one observation completed.
- Evidences from the observation will be recorded using the Principal District approved forms/documents.

Assistant Principals

Observation by Semester	Date	Type of Observation Required
1 st Semester	Begins after orientation to Certified Evaluation Plan And ends Dec 31	Observation
2 nd Semester	Begins January 1 st and ends June 15	Observation

Principal Site-Visits

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the **Professional Standards for Educational Leaders (PSEL)**. During a site visit, the superintendent 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. The superintendent or

designee will conduct site visits at least twice each year unless the Principal is hired after January 1st, then only one site visit will be required.

- Site visits should have a minimum duration of one hour with a recommended half day.
- Following each site visit, a post observation conference must be conducted within five working days. During this post conference the following topics must be addressed if available
 - Self-Reflection
 - PGP Progress
 - Evidences relevant to the 10 PSEL
 - IMPACT Kentucky results
- Feedback should include reference to the performance measures for each PSEL to find examples of behaviors that support a degree of effectiveness for that measure.
- Any Principal hired after January 1st, will only be required to have one site visit completed.
- Evidences from site visit will be recorded using the Principal District approved forms/documents.

Principals

Site Visit by Semester	Date	Type of Observation Required
1 st Semester	Begins after orientation to Certified Evaluation Plan And ends Dec 31	Site Visit
2 nd Semester	Begins January 4 th and ends June 30	Site Visit

District Certified Site-Visits

Site visits are a method by which the superintendent may gain insight into the District Certified Personnel’s practice in relation to the Professional Standards for Educational Leaders (PSEL). During a site visit, the superintendent will discuss various aspects of the job with the district certified personnel, and will use the responses to determine issues that might need further exploration. The superintendent or designee will conduct site visits at least once each year, unless the District Certified Staff is hired after January 1st, then a site visit will not be conducted that year.

- Site visits should have a minimum duration of one hour with a recommended half day.
- Following each site visit, a post observation conference must be conducted within five working days. During this post conference the following topics must be addressed if available
 - Self-Reflection
 - PGP Progress
 - Evidences relevant to the 10 Professional Standards for Educational Leaders

- Feedback should include reference to the performance measures for each PSEL to find examples of behaviors that support a degree of effectiveness for that measure.
- Any District Certified Staff hired after January 1st will not be required a site visit that year.
- Evidences from site visit will be recorded using the District Certified Personnel approved forms/documents.

District Certified Personnel

Site Visit	Date	Type of Observation Required
Yearly	Begins after orientation to Certified Evaluation Plan And ends June 30	Site Visit

Determining the Overall Summative Rating

Supervisors are responsible for determining a Summative Rating for each certified personnel evaluated at the conclusion of the summative evaluation, for all role groups. The Overall Summative Rating is informed by the educator's ratings on professional practice and sources of evidence, required to demonstrate criteria for each performance measure for each certified personnel category (teacher, other professional, principal, and district certified personnel). The evaluator determines the Overall Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Performance Measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice

The following stand as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains.

Teachers –KY Framework for Teaching

Other Professionals – The KY Framework for Teaching-Specialists Framework

Principals – Principal Standards for Educational Leadership (PSEL)

District Certified Personnel – Principal Standards for Educational Leadership (PSEL) and/or Performance criteria applicable to the evaluatee that characterizes professional effectiveness

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 organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

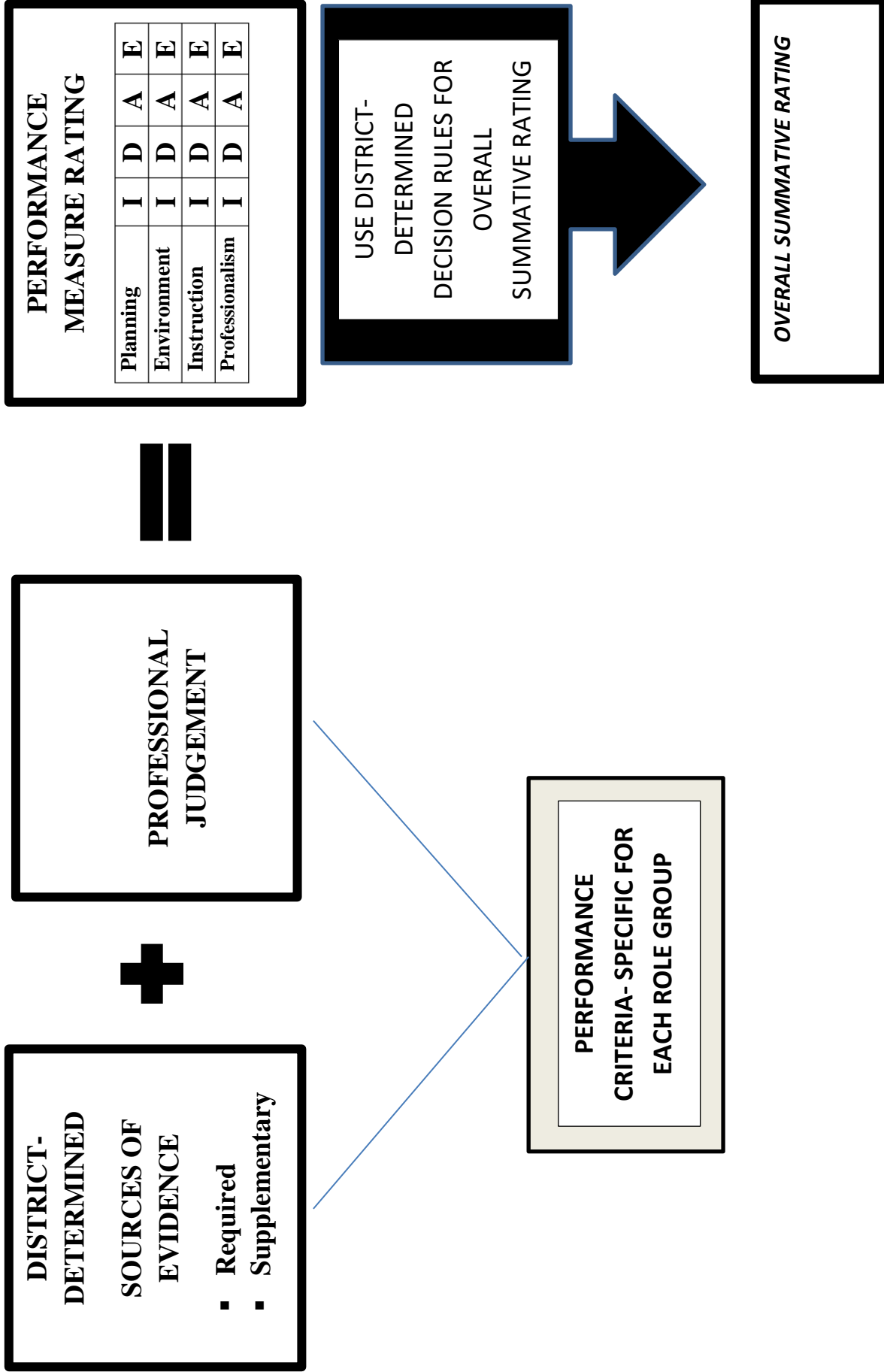
The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Measure at the culmination of an educator's cycle.

Procedure

1. Evaluators shall provide a summative rating/overall performance for each Performance Measure based on the formative evaluations evidence and combined with their professional judgment. (Note: Evidences may/will be different for teacher, other professional, principals, and district certified personnel.)
2. Apply Decision Rules for determining ALL certified personnel's overall summative rating. .
3. The professional practice ratings, formative evaluations and summative evaluations shall be submitted on the District approved forms.
4. Evaluatees have the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

See Chart on following page, Process for Determining Overall Summative:

PROCESS FOR DETERMINING OVERALL SUMMATIVE RATING



Decision Rules

The Performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgement. The performance level rating on each measure will then be combined to provide an overall summative rating utilizing performance criteria that is specific to each role group using the following decision rules. These decision rules apply to teacher, other professional, principal, and district certified personnel.

IF....	THEN...
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The overall summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The overall summative rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The overall summative rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The overall summative rating may be ACCOMPLISHED or DEVELOPING
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The overall summative rating shall be ACCOMPLISHED or EXEMPLARY

Performance Improvement Plan

If a teacher or other professional receives an overall summative score of “Ineffective”, the certified personnel will be provided with a Performance Improvement Plan. The plan will be based on the evidence that was generated through the summative process. The plan will include a yearly evaluation cycle until the overall summative rating is “Accomplished”.

Appeals for Certified Employees

THE APPEALS STATUTE:

According to 156.557 Section 9,

Section 9. (1) 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 Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document that a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 KY. 1107; Am. 1268; eff. 3-12-85; 12 KY. 1638; 1837; eff. 6-10-86; 15 KY. 1561; 1849; eff. 3-23-89; 17 KY. 116; eff. 9-13-90; 19 KY. 515; 947; 1081; eff. 11-9-92; 20 KY. 845; eff. 12-6-93; 23 KY. 2277; 2732; eff. 1-9-97; 27 KY. 1874; 2778; eff. 4-9-2001.)

THE APPEALS PANEL

The evaluation appeals panel for certified staff shall consist of two (2) members elected by the certified staff of the district and one (1) member appointed by the board of education who is certified employee of the board. (Reference: KRS 156.101 and 704 KAR: 370). Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship and therefore unable to serve).

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The board will also appoint an alternate. Release time shall be provided for panel members if the need to meet arises. Funding for panel expenses will be provided from the general fund.

The committee shall elect the chairperson of the panel for each appeal.

The length of term for an appeals panel member shall be two years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September of each even numbered year beginning 2018.

The District Contact Person using the following Criteria shall conduct the election:

- Open Nomination

- Secret Ballot

- One person/one vote

- All certified employees given the opportunity to vote.

Panel Members may require training through the Superintendent or designee.

SELECTION PROCEDURES

Each school will nominate one person from the district roster of certified personnel.

Each school will submit the name of nominees to District Contact Person by the 1st Wednesday of September.

Ballots containing the names of school nominees will be prepared by District Contact Person and returned to school for voting within 10 working days.

Ballots will be returned to District Contact Person for tabulation within 5 working days.

Ballots will be submitted to a tabulation committee, members will be, and alternatives will be announced within 5 working days.

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.

EVALUATION APPEAL FORM

Certified Personnel (3.18 AP .21)

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department
-----------	----------	---------------------

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____

Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature

Date

RELATED PROCEDURES:

0318 AP .11, 3.18 AP.12

Reviewed/Revised 6/29/09

Evaluation Appeals Process

(KRS 156.101 -- "Instructional Leader" Defined)

Section 7 Department of Education shall visit school districts within the Commonwealth as needed to review and insure implementation of the evaluation system by the local school district. The department shall establish an appeals procedure for certified school employees for review of the judgmental conclusions of their personnel evaluations.

(704 KAR 3:345 -- Evaluation Guidelines)

Section 7 (1) Right to a hearing as to every appeal; and

Section 7 (2) Opportunity reasonably in advance of the hearing for the evaluator and the evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

Section 7 (3) Right to presence of evaluatee' s chosen representative.

Section 8 (1) The local board of education shall annually review the evaluation plan to ensure compliance with KRS 156.101 and these administrative regulations.

Section 8 (2) If substantive changes are made to the evaluation plan, the local board of education shall utilize the evaluation committee in formulating the revisions.

Section 8 (3) Examples of substantive change include:

- (a) Change in cycle
- (b) Observation frequency
- (c) Forms; and
- (d) Appeals procedures

Section 8 (4) Revisions to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Board of Education for approval.

Section 9 (1) Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Board of Education shall have the opportunity to appeal to the Kentucky Board of Education.

Section 9 (2) The appeal procedures as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.101 (10). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations.
- (b) The certified employee shall submit a written request to the chief of state school officer for a hearing before the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeals shall be submitted with this request.
- (c) The State Evaluation Appeals Panel, or the Department of Education at its direction, shall review the complaint and investigate to determine if a hearing should be granted.
- (d) If a hearing is granted, all involved parties shall have the opportunity to speak before the appeals panel.

(e) Any briefs, written statements, and other documents that a party wants to be considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least ten (10) days prior to the scheduling hearing.

- (f) A decision of the appeals panel shall be rendered within fifteen (15) working days after the hearing.
- (g) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

For further information, refer to 701 KAR 5:090 (Teacher Disciplinary Hearings) in the Appendix.

THIRD PARTY OBSERVATION

Evaluatee

Evaluator

I do hereby request a third party observation by another teacher from my content area or by a curriculum content specialist.

Evaluatee Signature _____

Date received by Evaluator: _____

Third Party Observer: _____

Selected by: Consensus Evaluator Decision

Evaluatee Signature

Date

Evaluator Signature

Date

704 KAR 3:345 Section 4 (2) (a) ... If requested by a teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator, by no later than ***February 15*** of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select t

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-ASSESSMEMNT				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-ASSESSMENT				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 of 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

Teacher/Other Professional										
School										
Grade Level/Subject/Specialty										
Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part 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>Professional Growth Goal:</p> <ul style="list-style-type: none"> • What do I want to change about my instruction/Delivery of Service that will effectively impact student learning/students ? • What is my personal learning necessary to make that change? • What are the measures of success? 	<p>GOAL</p>
--	--------------------

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date

Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<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:

Connection to Framework for Teaching:	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

Principal/Assistant Prin.	
EPSB ID#	
School	
Level	

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			
1. Mission, Vision, and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E
2.. Ethics and Professional Norms <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
3. Equity and Cultural Responsiveness <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
4. Curriculum, Instruction, and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</i>	I	D	A	E
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E
6. Professional Capacity of School Personnel <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
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.</i>	I	D	A	E
8. Meaningful Engagement of Families and Community				

<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>				
9. Operations and Management				
<i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E
10. School Improvement				
<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.

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

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

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

District Certified Personnel	
EPSB ID#	
Title	
School	
Level	

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			
1. Mission, Vision, and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E
2. Ethics and Professional Norms <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
3. Equity and Cultural Responsiveness <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
4. Curriculum, Instruction, and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E
6. Professional Capacity of School Personnel <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
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E

8. Meaningful Engagement of Families and Community <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>	I	D	A	E
9. Operations and Management <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E
10. School Improvement <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.

Connection to Standards			
Connect the PGP Goal to the appropriate performance standard and list that standard below.			
<p>Standard Connection</p> <p>Goal:</p>			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?
Administrator's Signature:		Date:	
Superintendent's Signature:		Date:	

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

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

Teachers	
School	
Specialty Area	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
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

Other Professionals	
School	
Specialty Area	
Observer	
Date of Conference	

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

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

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

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:								
	I	D	A	E					
Planning									
Environment									
Instruction									
Professionalism									

Teacher's Signature*

Date

Evaluator's Signature

Date

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

POST-OBSERVATION DOCUMENT

Other Professional	
EPSB ID#	
School	
Specialty Area	
Observer	
Date of Conference	

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

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:

	Rating:							
	I	D	A	E				
Planning								
Environment								
Instruction								
Professionalism								

Teacher's Signature*

Date

Evaluator's Signature

Date

APPENDIX C:

**OBSERVATION
FORMS**

APPENDIX D:

Summative Evaluation Form

Teachers

Other Professionals

Principals/Assistant Principals

Other District Certified

