

Marshall County Schools Certified Personnel Evaluation Plan and Procedures



Learning Today, Leading Tomorrow

2022-2023

Marshall County Public Schools

Certified Personnel Evaluation Plan and Procedures

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Evaluation Contact Person

The following district employee is designated to serve as the evaluation contact person and act as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process:

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Benton, KY 42025

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CERTIFIED EVALUATION PLAN ASSURANCES

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Certified Evaluation Plan Review Committee

Teachers

Luke Inglish, Marshall County Education Association President

Katee Adams, District-Wide Teacher

Amy Cathey, Marshall County High School

Rebecca Sealock, Marshall County High School

Deena Whirley, North Marshall Middle School

Kalli Colley, South Marshall Middle School

Stephanie Ives, Benton Elementary School

Tana West, Sharpe Elementary School

Tanya Riley, Jonathan Elementary

Administrators

Abby Griffy, Supervisor of Instruction

Amanda Henderson, Human Resources

Brent Lovett, Marshall County High School

Drew Taylor, Marshall County High School

Aimee Lepisto, North Marshall Middle School

Shannon Solomon, South Marshall Middle School

Kendra Glenn, Calvert City Elementary School

Keili Phillips, Central Elementary School

Jennifer Harris, South Marshall Elementary

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

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

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

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

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

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

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

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


The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 23, 2022. (704 KAR 3:370)



Signature of District Superintendent

6/23/22

Date



Signature of Chairperson, Board of Education

6-23/22

Date

PERSONNEL EVALUATION SYSTEM – CERTIFIED TEACHER

The vision of the Personnel Evaluation System is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purpose of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas of growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** a certified school personnel who is being evaluated.
7. **Evaluator:** the primary evaluator as pursuant to KRS 156.557(5)(c)2.
8. **Evaluator Certification:** means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
9. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
10. **Formative (Full) Evaluation:** They are designed to help the evaluatee improve his/her performance by providing feedback and suggestions for improvement. These observations focus on the performance criteria listed in each major job category. Evaluation defined by KRS 156.557(1)(a).
11. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
12. **Individual Corrective Action Plan:** A plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention by the evaluatee. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
13. **Kentucky Framework for Personnel Evaluation:** The state-wide framework a school district uses to develop a local certified school personnel evaluation system.
14. **Mini (Partial) Observation:** Includes a scheduled and unscheduled observation conducted by a certified observer for 20-30 minutes in length. They are designed to help the evaluatee improve his/her performance by providing feedback and suggestions for improvement.
15. **Observation:** a data collection process conducted by a certified evaluator, 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 classroom or worksite visits of any duration.

16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
18. **Performance Measure:** One of four measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
19. **Performance Rating:** 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.
20. **Personnel Evaluation System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
21. **Post-Observation Conference:** Conducted within a reasonable period of time (not to exceed five school days) following each observation. This conference will include a discussion of identified strengths and areas for growth.
22. **Pre-Observation Conference:** Prior to scheduled observations (excludes the Principal Professional Growth and Effectiveness System).
23. **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.
24. **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
25. **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.
26. **Sources of Evidence:** the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of the administrative regulation.
27. **Summative Evaluation:** Composite of information obtained through the formative observations and appropriate Professional Growth and Effectiveness System components; which serve as the basis for administrative decision-making. Evaluation is defined by KRS 156.557(1)(d).
28. **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.
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 pursuant to 16 KAR 2:010 or 16 KAR 2:020.
30. **Working Condition's Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704KAR 3:370.

CERTIFIED TEACHERS AND OTHER CERTIFIED SCHOOL LEVEL PROFESSIONALS

Orientation

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with all certified employees by no later than the first thirty (30) calendar days of reporting for employment each school year. All new certified employees hired during the school year shall receive the same within the first thirty (30) calendar days of reporting for employment.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

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

The following categories have been identified by KDE as Other Professionals:

- Library Media Specialist
- Therapeutic Specialist/Speech
- School Guidance Counselor
- School Psychologist
- School Instructional Specialist/Coach

Other sources of evidence that can be used to support educator practice may include, but not limited to:

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

Marshall County Public Schools Certified Personnel Evaluation Plan and Procedures: May 2022

Professional Practice

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Required

- All teachers and Other Professionals will participate in self-reflection and professional growth planning each year.
 - Self-reflections and Professional Growth Plans should be rooted in evidence/data collected from observations.
 - Self-reflections will be documented using the approved district documents, and a signed copy will be kept in the employee's records.

Timeline and Monitoring for Self-Reflection

Teachers and Other Professionals:

- Will complete their initial self-reflection within thirty (30) working days after the first student attendance day each year.
- Late hires will complete their initial self-reflection within thirty (30) working days of being hired.
- Will reflect on targeted areas before the spring semester begins.
- Will submit their final self-reflection no later than April 15 each year.
- May reflect more often based on their professional decision and/or that of their supervisor.

Timeline and Monitoring for Professional Growth Planning

Teachers and Other Professionals:

- Will complete their Professional Growth Goal and Action Plan (PGP), and receive principal approval by the 45th day of school, after students report (or within window a forty-five (45) day window if hired during the school year).
- Should update their implementation plan and strategies around their PGP as necessary (observations, state-approved student perception survey, and other times based upon their professional judgment and/or that of their supervisor.) Modifications to the PGP shall be reviewed and approved by the supervisor.

Support and guidance around PGPs will be determined by the below chart following summative ratings.

Level 1: Self-Directed Professional Growth Plan (3-year cycle)		
Developing Professional Practice Rating	Accomplished Professional Practice Rating	Exemplary Professional Practice Rating
<ul style="list-style-type: none"> Goals set by educator with evaluator input; One goal must address low performance or outcomes Plan activities designed by educator with evaluator input. Formative Review annually 	<ul style="list-style-type: none"> Goal set by educator with evaluator input One goal must focus on low student growth outcome Formative review annually 	<ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative review annually
Level 2: One-Year Cycle Directed Professional Growth Plan		Level 3: Individual Corrective Action Plan (Up to 12 Months)
Developing Professional Practice Rating	Ineffective Professional Practice Rating	
<ul style="list-style-type: none"> Goal Determined by Evaluator Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan 	<ul style="list-style-type: none"> Goal determined by evaluator Focus on low performance area Summative at end of plan 	

Observations

The observation process is one source of evidence to determine teacher effectiveness for each certified teacher. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice. The rationale is to encourage continued professional learning in teaching and learning through critical reflection. The immediate supervisor is designated as the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator and/or to serve as the primary evaluator's designee. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided.

All employees shall be afforded an opportunity to review their evaluations. All evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a statement to the evaluation instrument. Both evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file. A signature does not denote that the evaluatee agrees with the evaluation. If there is a pattern of the evaluator failing to comply with the responsibilities stated in the observation schedule, the Superintendent may be contacted or a grievance may be filed with the Human Resource Director.

Observation Schedule

One Year Educator Plan Schedule:

Mini Observation Schedule:

Two mini-observations will be conducted. At least one mini-observation must be conducted during the first semester. Both mini-observations must be completed by the end of February.

Full Observation Schedule:

The full observations will be conducted between January 1 through May 1.

- The summative evaluation conference must be conducted by May 1. If May 1 falls on a weekend, then it must be conducted the next contracted day.

Three Year Educator Plan Schedule:

Defined by the PGP and Cycle for teachers and other professionals.

The observation schedule for teachers on a three-year summative cycle will follow the following schedule:

- Observations may begin after the evaluation training takes place. Training must take place within the first thirty (30) calendar days of reporting for employment
- It is recommended that the observation schedule follows:
 - One formal observation (mini) by supervisor in year one (Must occur by May 1).
 - One formal observation (mini) by supervisor in year two (Must occur by May 1).
 - One formal observation (full) by supervisor in year three will be conducted between January 1 and May 1.
- The summative evaluation conference shall be conducted by the last contracted day.

Summative Phase: Teachers

- The summative phase is the review of all data gathered in formative observations and components of the Personnel Evaluation System during the summative cycle.
- Summative evaluations will be completed for non-tenured teachers and teachers not recommended for reemployment by May 1. If this falls on a weekend, then the next contracted day. All other summative evaluations must be completed by the last contracted day for the school year. These will be submitted to the Director of Human Resources.
- Pertinent data will be identified through the summative evaluation; which represents major performance areas and specific criteria statements, and by components of the Personnel Evaluation System.
- The summative evaluation will address all performance measures.
- The summative conference will be conducted during which time the evaluator and the teacher review the summative evaluation report.
- The evaluator and the teacher will sign and date the summative evaluation to indicate that the document has been read and discussed.
- If the teacher wishes to respond, a statement should be written, signed, and attached to the summative evaluation copy. (See also, Evaluation Appeals Process.)
- Copies of the summative evaluation will be retained by the evaluator, the teacher, and the Superintendent of Schools. Also, the original copy will go into the individual's personnel file at the Central Office.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- Prior to all full observations a pre-observation conference form will be submitted, at least the day prior to the scheduled observation. Appendix: Pre-Observation Conference Document.
- All post-conferences must be face to face and must take place within five (5) working days of each observation.
- Post-conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. Appendix: Post-Observation Conference Document.
- Post-observation conferencing, after a mini observation, may target particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.
- The summative evaluation conference shall be conducted at the end of the summative evaluation cycle (no later than May 1 for non-tenured teachers and by the last contracted day for tenured teachers).

Late Hires/Absenteeism

All late hire teachers will be placed on a one-year cycle.

Any teacher hired before the 60th day of instruction will have all observations conducted. Please see observation schedule in the above section.

A supervisor may eliminate one of the required observations on a teacher hired after the 60th day of instruction.

If a teacher misses sixty (60) consecutive school days throughout the year, then the supervisor may eliminate one of the required mini-observations.

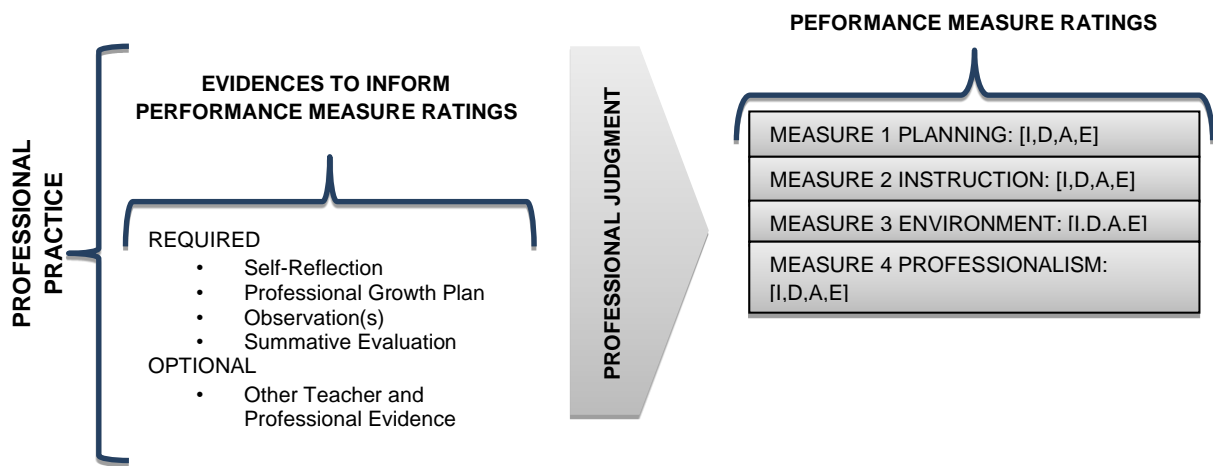
Third Party Observer Process

If requested by the teacher, observations may be conducted by another administrator who has completed the required certified evaluation training. The selection process 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 (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Determining the Rating for Summative Evaluation

The Kentucky Framework for Teaching stands as the critical rubric for providing educators with concrete descriptions of practice associated with specific domains. The summative process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to Performance Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.

The following charts depict sources of evidence and minimum criteria for determining the professional practice rating. Supervisors will provide a summative rating for each performance measure based on evidence. All summative ratings must be recorded in the district-approved technology platform.



Minimum Criteria for Determining an Educator's Professional Practice Rating

IF...	THEN...
Performance Measures 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Performance Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING or INEFFECTIVE
Performance Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

This chart is used to determine Professional Growth Plans and the Summative Cycle for tenured teachers during the year in which they are due for a summative evaluation:

TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS			
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goal set by educator with evaluator input One goal must focus on low outcome Formative review annually 	
	ACCOMPLISHED	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative review annually Summative occurs at the end of year 3. 	
	DEVELOPING	ONE-YEAR DIRECTED CYCLE <ul style="list-style-type: none"> Goal Determined by Evaluator Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low performance or outcomes. Plan activities designed by educator with evaluator input. Formative Review annually.
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goal Determined by evaluator Focus on low performance area Summative at end of plan 	ONE-YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal Determined by Evaluator Goals focus on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan

Evaluator Certification

Reliable evaluators are essential to the Certified Personnel Evaluation Program. Evaluators will be trained in the skills of analyzing effective teaching and in the procedures for implementing the Marshall County Certified Personnel Evaluation Program.

All administrators serving as a primary evaluator must complete the training requirements of KRS 156.557 and 704 KAR 3.370. Administrators serving as a primary evaluator must complete initial certified evaluation training. This proficiency system will be designed by the district and must be passed prior to conducting observations for the purpose of evaluation.

Administrators serving as a primary evaluator must complete a minimum of six (6) hours annually of EILA-approved training. District EILA-approved training must consist of observation training.

In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the Supervisors of Instruction will determine how to ensure teachers and other professionals have access to observations by making the following decision:

In the event a supervisor is not successful in completing/passing the assessments.

- Supervisor will be assigned a mentor by the Supervisors of Instruction. It shall be someone who has already passed the state approved certification program if possible.
- Mentor will provide guidance and support as requested. It is not permissible for the mentor to take the exam with the supervisor.
- The mentor will review assessment results with the supervisor and will target areas of weakness.
- Go back through appropriate sections of training to establish understanding.

Teachers will have access to certified observers for observations and feedback in cases where their immediate supervisor is not certified through the proficiency system and therefore unable to conduct the observation. Supervisors of Instruction personnel or principals from another building (certified through the proficiency system) and designated by the superintendent, will conduct the observation with the principal, modeling the process and providing mentorship of the proficiency system for the supervisor). Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances).

PRINCIPAL PERSONNEL EVALUATION SYSTEM (PRINCIPAL AND ASSISTANT PRINCIPAL)

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

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Superintendent/Superintendent's Designee:** means an administrator who devotes the majority of employed time in the role of Superintendent/Assistant Superintendent, for which Superintendent certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050. The Superintendent is the primary evaluator for principals, but may assign an Assistant Superintendent to be the primary evaluator as the Superintendent's Designee.
4. **Evaluated:** district/school personnel that is being evaluated
5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
6. **Working Conditions Survey Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

Principal Personnel Evaluation System Components

Overview and Performance Measures

The Professional Standards for Educational Leaders (PSEL) embody a research and practice based understanding of the relationship between educational leadership and student learning. The Professional Standards and professional judgement provide the structure for feedback for continuous improvement on the Performance Measures. Individual principal goals target professional growth, thus supporting overall student achievement, and school improvement. The Professional Standards for Educational Leaders (PSEL) aligns to the four Performance Measures in the chart below.

**Professional Standards for Educational Leaders (PSEL)
Aligned to Performance Measures**

Performance Measures	Planning	Environment	Instruction	Professionalism
Professional Standards for Educational Leaders (PSEL)	<u>Standard 6</u> Professional Capacity of School Personnel <u>Standard 9</u> Operations and Management	<u>Standard 3</u> Equity and Culturally Responsiveness <u>Standard 5</u> Community of Care and Support for Students <u>Standard 7</u> Professional Community for Teachers and Staff <u>Standard 8</u> Meaningful Engagement of Families and Community	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 10</u> School Improvement	<u>Standard 2</u> Ethics and Professional Norms

The Performance Measures and will be rated according to the four performance ratings in the chart below.

Performance Ratings with Criteria Descriptions

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

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

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 principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Working Conditions Goal

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

- Other Measures of Student Learning
- Products of Practice
- Other Sources

Professional Practice

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

Professional Growth Planning and Self-Reflection

Completed by principals and assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- Principals and assistant principals will submit their self-reflection within thirty (30) working days of reporting for work.
- Principals and assistant principals will submit their Professional Growth Goal and Professional Growth Plan within forty-five (45) working days of reporting to work.
- Late hires will be addressed using the same timelines stated above.
- Principal and assistant principals will submit their self-reflection and professional growth plans via the district approved form.
- At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.
- It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal.
- Self-reflections and professional growth plans will be documented on district approved forms.

Timeline for Self-Reflection/PGP/Site Visits	
Timeline	Action
First 30 working days	Evaluation criteria and process used to evaluate shall be explained
By the 45th day of school, after students report	Develop PGP Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan. This will be documented on the approved district form. *New hires will complete PGP within 30 calendar days of employment.
Fall semester	Site visit(s), ongoing self-reflection
Mid-Year review	Review progress/reflections on growth and modify plan as appropriate
Spring semester	Site visit(s), ongoing self-reflection
By the last contract day or June 15, whichever comes first	Summative reflection and evaluation-annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response.

Site-Visits

Completed by supervisor of principal – formal site visits are not required for assistant principals

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. 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. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

Required:

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- One site visit must occur prior to December 31. The second site visit must occur between January first and the end of the school year.
- Following each site visit a post observation conference must be conducted within five (5) working days. During this post conference, the following topics must be addressed if available
 - Self-Reflection
 - PGP Progress
 - Working Conditions Goal Progress
 - Evidences relevant to the four (4) performance measures
 - Working Conditions Survey
- Any administrator hired after January 1 will be required to have two formal site visits completed.
- Evidences from site visit may be recorder using one of the following two options
 - District approved forms/documents

Working Conditions Goal

Goal inherited by Assistant Principal

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent Working Conditions Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- Developed following the completion of the Working Conditions Survey.
- Must complete a minimum of one two-year Working Conditions Goal.
- Once the goal has been completed the administrator must complete a rubric outlining percentages representing low, expected, and high growth using the rubric below. This must be submitted to the superintendent/designee for approval.

Working Conditions Goal			
GOAL: <i>Be sure to include the main question of focus, what your current percentage is, and what you want your resulting percentage to be.</i>			
Working Conditions Goal Rubric			
Goal	Low Growth	Expected Growth	High Growth
____ %	Below ____ %	____% - ____ %	Above ____ %

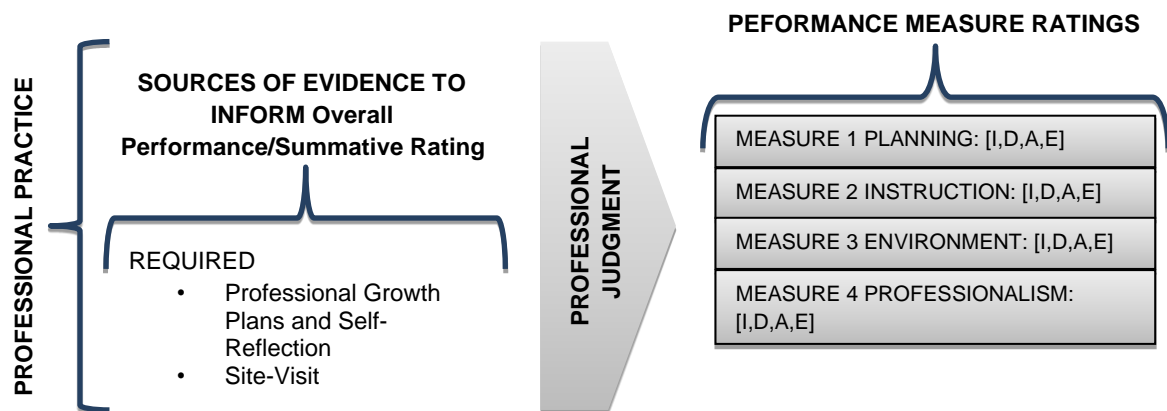
- The administrator will complete an action plan that outlines specific steps and processes that will be implemented in working toward reaching the goal. This must be submitted to the superintendent/designee for approval.
- Progress of working condition goal will be addressed in each site visit conference. Principal should be prepared with formative data to show how he/she is progressing toward goal attainment.
- Principals may take into consideration feedback form local surveys administered through the school's council, PTA, etc. However, the final goal must be rooted and reflect specifically on the Working Conditions Survey.
- Working Condition Goals will be documented in the state-approved technology platform or district approved document.

Products of Practice/Other Sources of Evidence

- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- School web pages
- School Plans such as 30/60/90, assist, program reviews, etc.
- State Assessment data
- Local benchmark data
- Additional sources deemed relevant

Components, Overview, and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.



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

Administrator and Superintendent/Designee will work together to implement the steps for self-reflection/PGP as indicated on the timeline below.

**At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support. At that time, the district-designed process will be instituted which includes a specific timeline for observations/site visits, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.*

Determining Professional Practice

Criteria for Determining a Principal or Assistant Principal's Professional Practice Rating	
IF...	Then...
Principal or Assistant Principal is rated EXEMPLARY in at least three of the Performance Measures and no Performance Measure is rated DEVELOPING or INEFFECTIVE	Professional Practice Rating shall be EXEMPLARY
Principal or Assistant Principal is rated ACCOMPLISHED in at least two Performance Measures and no Performance Measure is rated INEFFECTIVE	Professional Practice Rating shall be ACCOMPLISHED
Principal or Assistant Principal is rated DEVELOPING in at least two of the Performance Measures	Professional Practice Rating shall be DEVELOPING
Principal or Assistant Principal is rated INEFFECTIVE in two or more Performance Measures	Professional Practice Rating shall be INEFFECTIVE

Determining the Overall Performance Category

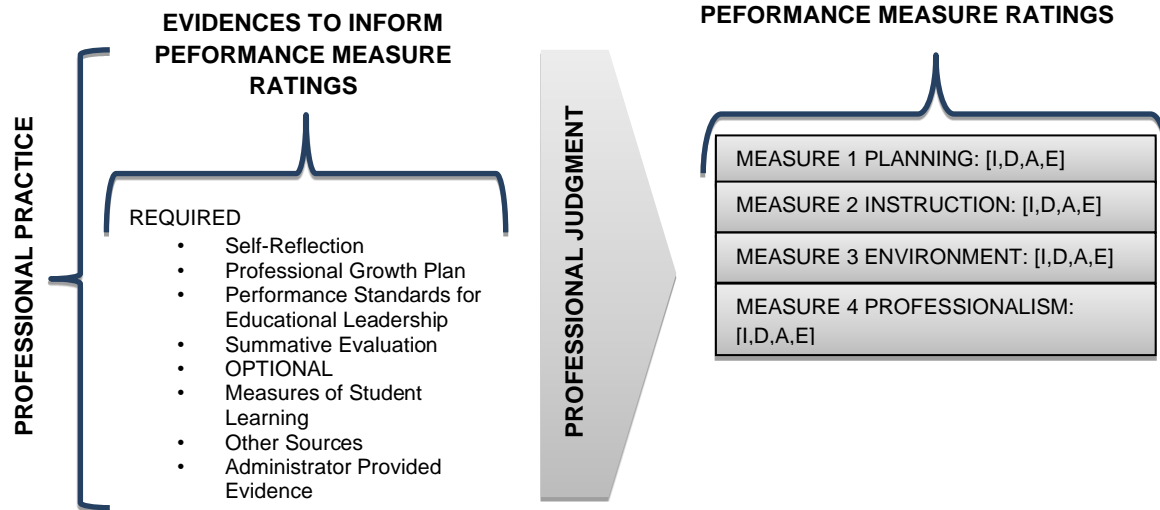
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice. The rating should be recorded in the district approved forms

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the Principal.

DISTRICT ADMINISTRATOR & CERTIFIED COORDINATOR PERSONNEL EVALUATION SYSTEM

Summative Evaluation Components



A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 calendar days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating. Summative ratings shall be completed by June 15. The employee must be provided access to all evaluation documents (either electronic or hardcopy).

All employees shall be afforded an opportunity to review their evaluations. All evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a statement to the evaluation instrument. Both evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file. A signature does not denote that the evaluatee agrees with the evaluation.

Performance Measures to Determine Ratings

District certified personnel shall be evaluated annually utilizing the Professional Standards for Educational Leaders (PSEL), formerly known as the ISSLC Standards, aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism, with professional judgement to determine a summative rating. Included in the PSEL Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard. PSEL provides the structure for feedback for continuous improvement through individual goals supporting professional growth. The Summative Evaluation Document for District Certified Administrators and Coordinators document is the summative reporting form (see appendix). The Professional Standards for Educational Leaders aligns to the four Performance Measures in the chart below. The Performance Measures receive a performance rating for the summative rating.

PSEL aligned to Performance Measures

Performance Measures	Planning	Environment	Instruction	Professionalism
Professional Standards for Educational Leaders (PSEL)	Standard 6 Professional Capacity of School Personnel Standard 9 Operations and Management	Standard 3 Equity and Culturally Responsiveness Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 1 Mission, Vision, and Core Values Standard 4 Curriculum, Instruction and Assessment Standard 10 School Improvement	Standard 2 Ethics and Professional Norms

The Performance Measures and will be rated according to the four performance ratings in the chart below.

Performance Ratings with Criteria Descriptions

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

Performance Measure Criteria for a Summative Rating

Criteria for Determining the Performance Measure for a Summative Rating	
IF	THEN
If Environment and Instruction are both rated INEFFECTIVE	The Summative Rating is INEFFECTIVE.
If Environment or Instruction is rated INEFFECTIVE	The Summative Rating is DEVELOPING or INEFFECTIVE
If Planning or Professionalism is rated INEFFECTIVE	The Summative Rating shall not be EXEMPLARY.
If two Performance Measures are rated DEVELOPING and two are rated ACCOMPLISHED	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated ACCOMPLISHED.
If two Performance Measures are rated DEVELOPING and two are rated EXEMPLARY	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated EXEMPLARY.
If two Performance Measures are rated ACCOMPLISHED and two are rated EXEMPLARY.	The Summative Rating shall be EXEMPLARY only if Environment or Instruction is rated EXEMPLARY

INDIVIDUAL CORRECTIVE ACTION PLANS

An Individual Corrective Action Plan must be developed when an evaluatee receives a “does not meet” or “Ineffective” rating on the Summative Evaluation Form or when immediate change is required in practice or behavior.

The plan is to be completed by the evaluator with discussion and assistance from the evaluatee. The evaluator shall document all actions taken to assist the evaluatee in improving his/her performance.

The evaluatee will continue to work toward the goals specified in the plan until such time that the evaluator determines that the goals have been met and the evaluatee’s performance rating on a Summative Evaluation Form is above “does not meet” or “Ineffective.”

An Individual Corrective Action Plan can occur for up to 12 months and a Summative Evaluation shall occur at the end of the plan. If goals are not met during this duration, the result could be a recommendation for non-renewal or termination of the employee (KRS 161.790).

Domain/Component

Identify the specific Domain/Component from the Summative Evaluation Form that has a “does not meet” or “Ineffective” rating assigned or practice/behavior to be changed.

Present Professional Growth Stage

(Select the stage of professional growth that best reflects the evaluatee's level.)

- O= Orientation/Awareness
- A = Preparation/Application
- I = Implementation/Management
- R = Refinement/Impact

Growth Goal(s) and Objective(s)

Growth objectives and goals must address the specific measure(s) rated as “does not meet” or “Ineffective” rating on the Summative Evaluation Form or practice/behavior to be changed. The evaluatee and the evaluator work closely to correct the identified weakness(es). Identify the specific goal(s) and objective(s) that you plan to develop.

Procedures and Activities for Achieving Goal(s) and Objectives(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

Appraisal Method & Target Dates for Completion/Review:

List the specific target dates and appraisal methods used to determine improvement of performance. Documentation and record keeping of all actions, reviews, and evaluator’s assistance must be provided to the evaluatee periodically.

Marshall County Individual Corrective Action Plan

Employee: _____ Worksite: _____ Position/Department: _____ Date: _____

Domain/ Component	*Present Professional Growth Stage	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Objective/Goal(s) (include support personnel)	Appraisal Method & Target Dates

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

Employee's Comments:

Evaluator's Comments:

Individual Corrective Plan Developed:	Annual Review: ___ Achieved ___ Revised ___ Continued
_____ Employee Signature Date	_____ Employee Signature Date
_____ Evaluator Signature Date	_____ Evaluator Signature Date

EVALUATION APPEALS PROCESS

The Marshall County Evaluation Appeals Process shall comply with KRS 156.101, KRS 156.557, 704 KAR 3:345, and Board Policy 03.18.

Certified Employee Evaluation Advisory Appeals Panel

The Evaluation Advisory Appeals Panel shall consist of three members. Two (2) members and alternates shall be elected to the panel by the total certified staff through nominations and voting by the certified staff. One (1) certified staff member and one (1) certified employee alternate shall be appointed by the Board of Education. Terms shall be for one year and begin on October 1 and run through September 30. The Board-appointed member shall be appointed by the Board.

Appeals Procedure

The following are the steps of the appeals procedure:

1. Certified employees who believe they have received an unfair summative evaluation can appeal within ten (10) working days of receipt of the evaluation.
2. Appeals shall be on a form formulated by the Superintendent. No member of the panel shall serve on any appeal in which he/she was the evaluator.
3. No member of the panel shall serve on any appeal brought by the member's immediate family as defined in Board Policy 03.18.
4. Within three (3) working days of receiving written notification of the appeal, the chairman of the appeals panel shall notify other members of the panel and schedule a meeting to review the appeal. The review shall occur within five (5) working days of receipt of appeal notification by the appeals panel chairman. Additionally, the chairman will request documentation from the evaluator to support his/her evaluation decisions.
5. By mutual written consent the appeals process may be terminated at any points.
6. Copies of all supporting documentation (from the evaluator and the appealing employee) shall be made available to all panel members for screening prior to the review. All original documentation will be held in a secure location in the Central Office. All documents will be handled with the utmost confidentiality.
7. If, by a majority vote, the appeals panel agrees that a hearing is needed, the following procedures shall be followed:
 - a. A hearing will occur within five (5) working days of the appeals panel review meeting.
 - b. Only the appeals panel, the appealing employee, the appealing employee's chosen representative (optional), and the evaluator will be present during the hearing.
 - c. The appealing employee and the evaluator will be allowed to make statements in his/her own behalf. The appeals panel may ask questions of either party. Cross-examination by the appealing employee or the evaluator will not be permitted.
 - d. The appeals panel chairman will be responsible for the audio recording of the hearing. A recording of the hearing will be made available to the appealing employee and the evaluator upon request.
 - e. After statements have been made by the parties involved and questions of the appeals panel answered, the appeals panel shall meet in closed session to prepare a written response to submit to the Superintendent, the appealing employee and the evaluator. The panel's response shall be delivered to all parties within two (2) working days of the hearing.
8. The panel shall make a recommendation to the Superintendent within five (5) working days from the date of filing the appeal. If the Superintendent is the evaluator, the recommendation of the panel shall go directly to the Board of Education

9. The Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
10. The Superintendent shall be allowed to hold a conference with parties concerned or order a new evaluation by a second certified evaluator. If a new evaluation is made, both evaluations shall be placed in the employee's personnel file or the Superintendent may choose to uphold the original. A third-party evaluator may be appointed.
11. The appealing employee may appeal the panel's recommendation to the Superintendent and/or the Kentucky Board of Education appeals panel.

PERSONNEL 03.18 AP.21

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

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

I, _____, have been evaluated by _____ during the current evaluative cycle. My disagreements with the findings of the summative evaluation have been thoroughly discussed with my evaluator.

I respectfully request the District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

____ substance

____ procedure

____ both substance and procedure

Signature

Date

Date of Summative conference _____

Date evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to any member of the Evaluation Appeals Panel within ten (10) working days of completion of the summative conference.

RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Review/Revised:3/10/2003

**This form may be found in the Marshall County Public Schools Policy and Procedure manual.*

APPENDIX

**(All evaluation documents can be found on the Marshall
County School District's website on the Staff Intranet Site)**

Marshall County School District **Post-Conference Document**

Teacher:	
EPSB ID#:	
School:	
Grade Level/Subject(s):	
Observer:	
Date of Conference:	

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, evidence, or artifacts 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?	
Did you depart from your plan? If so, how and why?	
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?	

Page 1 of 2

Marshall County School District

POST-CONFERENCE DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
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, evidence or artifacts 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?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

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

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

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

Marshall County School District Post-Conference Document

Teacher:	
EPSB ID#:	
School:	
Grade Level/Subject(s):	
Observer:	
Date of Conference:	

2

2

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, evidence, or artifacts 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?	
Did you depart from your plan? If so, how and why?	
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?	

Page 1 of 2

Marshall County School District Certified Teacher Self-Reflection

Directions: Completed by Certified Personnel. Highlight a Rating for each Component and then type in the Rationale Box to explain why you gave yourself the Rating you did. Please refer to Kentucky Framework for Teaching (FFT) to determine Self-assessment Rating.

Certified Personnel: [Click Here to Enter Text.](#)

Date: [Click Here to Enter Text.](#)

School: [Click Here to Enter Text.](#)

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	

~~~~~

Certified Personnel ~~~~~ Date ~~~~~ Evaluator ~~~~~ Date ~~~~~



[illegible]

**Marshall County School District**  
**Personnel Evaluation System (Certified Teacher) Scripting Evidence**

[illegible]

**Marshall County School District**  
**Personnel Evaluation System (Certified Teacher) Post Observation Document**

|                  |  |
|------------------|--|
| <b>Teacher:</b>  |  |
| <b>Observer:</b> |  |

| Components                                                   | Rating        |
|--------------------------------------------------------------|---------------|
| <b>Performance Measure 1 (Planning &amp; Preparation)</b>    |               |
| 1A: Demonstrating Knowledge of Content and Pedagogy          | Developing    |
| 1B: Demonstrating Knowledge of Students                      | Select Rating |
| 1C: Selecting Instructional Outcomes                         | Select Rating |
| 1D: Demonstrating Knowledge of Resources                     | Select Rating |
| 1E: Designing Coherent Instruction                           | Select Rating |
| 1F: Designing Student Assessment                             | Select Rating |
| <b>Performance Measure 2 (Classroom Environment)</b>         |               |
| 2A: Creating an Environment of Respect and Rapport           | Accomplished  |
| 2B: Establishing a Culture for Learning                      | Select Rating |
| 2C: Managing Classroom Procedures                            | Select Rating |
| 2D: Managing Student Behavior                                | Select Rating |
| 2E: Organizing Physical Space                                | Exemplary     |
| <b>Performance Measure 3 (Instruction)</b>                   |               |
| 3A: Communicating with Students                              | Exemplary     |
| 3B: Using Questioning and Discussion Techniques              | Select Rating |
| 3C: Engaging Students in Learning                            | Select Rating |
| 3D: Using Assessment in Instruction                          | Select Rating |
| 3E: Demonstrating Flexibility and Responsiveness             | Select Rating |
| <b>Performance Measure 4 (Professional Responsibilities)</b> |               |
| 4A: Reflecting on Teaching                                   | Accomplished  |
| 4B: Maintaining Accurate Records                             | Select Rating |
| 4C: Communicating with Families                              | Select Rating |
| 4D: Participating in a Professional Community                | Select Rating |
| 4E: Growing and Developing Professionally                    | Select Rating |
| 4F: Demonstrating Professionalism                            | Select Rating |

**Comments:**

I have participated in a pre- and/or post-observation conference (as required by my district evaluation plan) and have received a copy of this observation document.

|  |  |
|--|--|
|  |  |
|--|--|

Teacher

Date

|  |  |
|--|--|
|  |  |
|--|--|

Observer

Date

## Marshall County School District Summative Rating

|                             |  |
|-----------------------------|--|
| Teacher:                    |  |
| EPSB ID#:                   |  |
| School:                     |  |
| Grade Level/<br>Subject(s): |  |
| Observer:                   |  |
| Date:                       |  |

| Professional Practice Rating               | Rating        |
|--------------------------------------------|---------------|
| PM 1: Planning and Preparation             | Select Rating |
| PM 2: Classroom Environment                | Select Rating |
| PM 3: Instruction                          | Select Rating |
| PM 4: Professional Responsibilities        | Select Rating |
| <b>Overall Practice Rating (Summative)</b> | <b>Rating</b> |
| Professional Practice Rating               | Select Rating |

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

| IF...                                                                    | THEN...                                                         |
|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| Domains 2 AND 3 are rated INEFFECTIVE                                    | Professional Practice Rating shall be INEFFECTIVE               |
| Domains 2 OR 3 are rated INEFFECTIVE                                     | Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE |
| Domains 1 OR 4 are rated INEFFECTIVE                                     | Professional Practice Rating shall NOT be EXEMPLARY             |
| Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED | Professional Practice Rating shall be ACCOMPLISHED              |
| Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY    | Professional Practice Rating shall be ACCOMPLISHED              |
| Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY  | Professional Practice Rating shall be EXEMPLARY                 |

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

Comments:

## Marshall County School District Guidance Counselor and Social Worker Self-Reflection

**Directions:** Completed by Certified Personnel. Highlight Rating for each component and then type in the Rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching School Counselors/Social Workers to determine self-assessment rating.

**Certified Personnel:** [Click here to enter text.](#)

**Date:** [Click here to enter text.](#)

**School:** [Click here to enter text.](#)

| Component:                                                                                                                                    | Self-Assessment: |   |   |   | Rationale: |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------|---|---|---|------------|
| 1A Demonstrating Knowledge of Counseling Theory and Techniques                                                                                | I                | D | A | E |            |
| 1B Demonstrating Knowledge of Child and Adolescent Development                                                                                | I                | D | A | E |            |
| 1C Establishing Goals for the Counseling Program Appropriate to 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 Develop 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 Communication                                                                                        | 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 the 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 Needs                                                                                                          | I                | D | A | E |            |
| 3E Demonstrating Flexibility and Responsiveness                                                                                               | I                | D | A | E |            |

Updated: May 2021

|                                                                 |   |   |   |   |  |
|-----------------------------------------------------------------|---|---|---|---|--|
| 4A – Reflecting on Practice                                     | I | D | A | E |  |
| 4B –Maintaining 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 – Showing Professionalism                                    | I | D | A | E |  |

|           |      |
|-----------|------|
| Evaluator | Date |
|-----------|------|

Marshall County Public Schools Certified Personnel Evaluation Plan and Procedures: May 2022



**Marshall County School District**  
**PES-Counselor & Social Worker Scripting Evidence**

[illegible]

**Marshall County School District**  
**PES-Counselor & Social Worker Post Observation Document**

|                         |  |
|-------------------------|--|
| <b>Cert. Personnel:</b> |  |
| <b>Observer:</b>        |  |

| Components                                                                                                                              | Rating        |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Performance Measure 1 (Planning &amp; Preparation)</b>                                                                               |               |
| 1A: Demonstrating Knowledge of Counseling Theory and Techniques                                                                         | Exemplary     |
| 1B: Demonstrating Knowledge of Child and Adolescent Development                                                                         | Select Rating |
| 1C: Establishing Goals for the Counseling Program Appropriate to the Setting and Students Served                                        | Select Rating |
| 1D: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and Beyond                                    | Select Rating |
| 1E: Plan in the Counseling Program Integrated with the Regular School Program                                                           | Select Rating |
| 1F: Developing a Plan to Evaluate the Counseling Program                                                                                | Select Rating |
| <b>Performance Measure 2 (Environment)</b>                                                                                              |               |
| 2A: Creating an Environment of Respect and Rapport                                                                                      | Exemplary     |
| 2B: Establishing a Culture for Productive Communication                                                                                 | Select Rating |
| 2C: Managing Routine and Procedures                                                                                                     | Select Rating |
| 2D: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School                        | Select Rating |
| 2E: Organizing Physical Space                                                                                                           | Exemplary     |
| <b>Performance Measure 3 (Delivery of Service)</b>                                                                                      |               |
| 3A: Assessing Student Needs                                                                                                             | Exemplary     |
| 3B: Assisting Students and Teachers in the Formulation of Academic Personal Social and Career Plans Based on Knowledge of Student Needs | Select Rating |
| 3C: Using Counseling Techniques in Individual and Classroom Programs                                                                    | Select Rating |
| 3D: Brokering Resources to Meet Needs                                                                                                   | Select Rating |
| 3E: Demonstrating Flexibility and Responsiveness                                                                                        | Select Rating |
| <b>Performance Measure 4 (Professional Responsibilities)</b>                                                                            |               |
| 4A: Reflecting on Practice                                                                                                              | Accomplished  |
| 4B: Maintaining Records and Submitting them in a Timely Fashion                                                                         | Select Rating |
| 4C: Communicating with Families                                                                                                         | Select Rating |
| 4D: Participating in a Professional Community                                                                                           | Select Rating |
| 4E: Engaging in Professional Development                                                                                                | Select Rating |
| 4F: Showing Professionalism                                                                                                             | Select Rating |

**Comments:**

I have participated in a pre- and/or post-observation conference (as required by my district evaluation plan) and have received a copy of this observation document.

|                 |      |
|-----------------|------|
| Cert. Personnel | Date |
|-----------------|------|

|          |      |
|----------|------|
| Observer | Date |
|----------|------|

Page 2 of 2

**Marshall County School District**  
**PES Counselor & Social Worker Summative Rating**

|                             |  |
|-----------------------------|--|
| Cert. Personnel:            |  |
| EPSB ID#:                   |  |
| School:                     |  |
| Grade Level/<br>Subject(s): |  |
| Observer:                   |  |
| Date:                       |  |

CRITERIA FOR DETERMINING A TEACHER'S  
PROFESSIONAL PRACTICE RATING

|                                            |               |
|--------------------------------------------|---------------|
| <b>Professional Practice Rating</b>        | <b>Rating</b> |
| PM 1: Planning and Preparation             | Select Rating |
| PM 2: Environment                          | Select Rating |
| PM 3: Delivery of Service                  | Select Rating |
| PM 4: Professional Responsibilities        | Select Rating |
| <b>Overall Practice Rating (Summative)</b> | <b>Rating</b> |
| Professional Practice Rating               | Select Rating |

| IF...                                                                          | THEN...                                                                  |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Domains 2 AND 3 are rated<br>INEFFECTIVE                                       | Professional Practice<br>Rating shall be<br>INEFFECTIVE                  |
| Domains 2 OR 3 are rated<br>INEFFECTIVE                                        | Professional Practice<br>Rating shall be<br>DEVELOPING OR<br>INEFFECTIVE |
| Domains 1 OR 4 are rated<br>INEFFECTIVE                                        | Professional Practice<br>Rating shall NOT be<br>EXEMPLARY                |
| Two Domains are rated<br>DEVELOPING, and two Domains are<br>rated ACCOMPLISHED | Professional Practice<br>Rating shall be<br>ACCOMPLISHED                 |
| Two Domains are rated<br>DEVELOPING, and two Domains are<br>rated EXEMPLARY    | Professional Practice<br>Rating shall be<br>ACCOMPLISHED                 |
| Two Domains are rated<br>ACCOMPLISHED, and two Domains<br>are rated EXEMPLARY  | Professional Practice<br>Rating shall be<br>EXEMPLARY                    |

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

Comments:

|                 |      |
|-----------------|------|
| Cert. Personnel | Date |
| Observer        | Date |

## Marshall County School District Instructional Specialist Self-Reflection

**Directions:** Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching as Instructional Specialist to determine self-assessment rating.

**Certified Personnel:** [Click here to enter text.](#)

**Date:** [Click here to enter text.](#)

**School:** [Click here to enter text.](#)

| Component:                                                                                                     | Self-Assessment: |   |   |   | Rationale: |
|----------------------------------------------------------------------------------------------------------------|------------------|---|---|---|------------|
| 1A Demonstrating Knowledge of Current Trends in Specialty Area 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 of 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 |            |

Updated: May 2021

## Marshall County School District Instructional Specialist Self-Reflection

|                                                                      |   |   |   |   |  |
|----------------------------------------------------------------------|---|---|---|---|--|
| 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 – Showing Professionalism Including Integrity and Confidentiality | I | D | A | E |  |

\_\_\_\_\_  
Certified Personnel

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

*Updated: May 2021*

Marshall County School District  
PES-Instructional Specialist Scripting Evidence-Peer Observation

[illegible]

[illegible]

|                  |  |
|------------------|--|
| Cert. Personnel: |  |
| Observer:        |  |

Comments:

| Cert. Personnel | Date |
|-----------------|------|
|-----------------|------|

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|          |      |
|----------|------|
| Observer | Date |
|----------|------|



**Marshall County School District**  
**PES Instructional Specialist Summative Rating**

|                  |  |
|------------------|--|
| Cert. Personnel: |  |
| EPSB ID#:        |  |
| School:          |  |
| Grade Level/     |  |
| Subject(s):      |  |
| Observer:        |  |
| Date:            |  |

| <u>Professional Practice Rating</u>        | <u>Rating</u> |
|--------------------------------------------|---------------|
| PM 1: Planning and Preparation             | Select Rating |
| PM 2: Environment                          | Select Rating |
| PM 3: Delivery of Service                  | Select Rating |
| PM 4: Professional Responsibilities        | Select Rating |
|                                            |               |
| <u>Overall Practice Rating (Summative)</u> | <u>Rating</u> |
| Professional Practice Rating               | Select Rating |

CRITERIA FOR DETERMINING A TEACHER'S  
PROFESSIONAL PRACTICE RATING

| IF...                                                                    | THEN...                                                         |
|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| Domains 2 AND 3 are rated INEFFECTIVE                                    | Professional Practice Rating shall be INEFFECTIVE               |
| Domains 2 OR 3 are rated INEFFECTIVE                                     | Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE |
| Domains 1 OR 4 are rated INEFFECTIVE                                     | Professional Practice Rating shall NOT be EXEMPLARY             |
| Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED | Professional Practice Rating shall be ACCOMPLISHED              |
| Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY    | Professional Practice Rating shall be ACCOMPLISHED              |
| Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY  | Professional Practice Rating shall be EXEMPLARY                 |

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

Comments:

|                 |      |
|-----------------|------|
| Cert. Personnel | Date |
| Observer        | Date |

## Marshall County School District Library Media Specialist Self-Reflection

**Directions:** Completed by certified personnel. Highlight rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching School Library Media Specialist to determine self-assessment rating.

**Certified Personnel:** [Click here to enter text.](#)

**Date:** [Click here to enter text.](#)

**School:** [Click here to enter text.](#)

| 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 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 Respect and Rapport                      | 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 |            |

Updated: May 2021

## Marshall County School District Library Media Specialist Self-Reflection

|                                                    |   |   |   |   |  |
|----------------------------------------------------|---|---|---|---|--|
| 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 |  |
| 4H – Managing Personnel                            | I | D | A | E |  |
| 4H – Professional Ethics                           | I | D | A | E |  |

\_\_\_\_\_  
Certified Personnel

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

*Updated: May 2021*

[illegible]

[illegible]

**Marshall County School District  
PES-Library Media Specialist Post Observation Document**

|                         |  |
|-------------------------|--|
| <b>Cert. Personnel:</b> |  |
| <b>Observer:</b>        |  |

| Components                                                              | Rating        |
|-------------------------------------------------------------------------|---------------|
| <b>Performance Measure 1 (Planning &amp; Preparation)</b>               |               |
| 1A: Demonstrating Knowledge of Content Curriculum and Process           | Exemplary     |
| 1B: Demonstrating Knowledge of Students                                 | Select Rating |
| 1C: Supporting Instructional Goals                                      | Select Rating |
| 1D: Demonstrating Knowledge and Use of Resources                        | Select Rating |
| 1E: Demonstrating Knowledge of Literature and Life Long Learning        | Select Rating |
| 1F: Collaborating in the Design of Instructional Experiences            | Select Rating |
| <b>Performance Measure 2 (Environment)</b>                              |               |
| 2A: Creating an Environment of Respect and Rapport                      | Exemplary     |
| 2B: Establishing a Culture of Learning                                  | Select Rating |
| 2C: Managing Library Procedures                                         | Select Rating |
| 2D: Managing Student Behavior                                           | Select Rating |
| 2E: Organizing Physical Space                                           | Exemplary     |
| <b>Performance Measure 3 (Delivery of Service)</b>                      |               |
| 3A: Communicating Clearly and Accurately                                | Exemplary     |
| 3B: Using Questioning and Research Techniques                           | Select Rating |
| 3C: Engaging Students in Learning                                       | Select Rating |
| 3D: Assessment in Instruction (whole class, one-on-one and small group) | Select Rating |
| 3E: Demonstrating Flexibility and Responsiveness                        | Select Rating |
| <b>Performance Measure 4 (Professional Responsibilities)</b>            |               |
| 4A: Reflecting on Practice                                              | Accomplished  |
| 4B: Maintaining Accurate Records                                        | Select Rating |
| 4C: Communicating with School Staff and Community                       | Select Rating |
| 4D: Participating in Professional Community                             | Select Rating |
| 4E: Growing and Developing Professionally                               | Select Rating |
| 4F: Collection Development and Maintenance                              | Select Rating |

**Comments:**

I have participated in a pre-and/or post-observation conference (as required by my district evaluation plan) and have received a copy of this observation document.

Cert. Personnel \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_  
Page 2 of 2

**Marshall County School District**  
**PES School Library Media Specialist Summative Rating**

|                             |  |
|-----------------------------|--|
| Cert. Personnel:            |  |
| EPSB ID#:                   |  |
| School:                     |  |
| Grade Level/<br>Subject(s): |  |
| Observer:                   |  |
| Date:                       |  |

CRITERIA FOR DETERMINING A TEACHER'S  
PROFESSIONAL PRACTICE RATING

| IF...                                                                    | THEN...                                                         |
|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| Domains 2 AND 3 are rated INEFFECTIVE                                    | Professional Practice Rating shall be INEFFECTIVE               |
| Domains 2 OR 3 are rated INEFFECTIVE                                     | Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE |
| Domains 1 OR 4 are rated INEFFECTIVE                                     | Professional Practice Rating shall NOT be EXEMPLARY             |
| Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED | Professional Practice Rating shall be ACCOMPLISHED              |
| Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY    | Professional Practice Rating shall be ACCOMPLISHED              |
| Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY  | Professional Practice Rating shall be EXEMPLARY                 |

|                                            |               |
|--------------------------------------------|---------------|
| <b>Professional Practice Rating</b>        | <b>Rating</b> |
| PM 1: Planning and Preparation             | Select Rating |
| PM 2: The Library Environment              | Select Rating |
| PM 3: Instruction/Delivery of Service      | Select Rating |
| PM 4: Professional Responsibilities        | Select Rating |
| <b>Overall Practice Rating (Summative)</b> | <b>Rating</b> |
| Professional Practice Rating               | Select Rating |

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

**Comments:**

Cert. Personnel \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Date \_\_\_\_\_

## Marshall County School District Preschool Self-Reflection

**Directions:** Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching (FFT) to determine self-assessment rating.

**Certified Personnel:** [Click here to enter text.](#)

**Date:** [Click here to enter text.](#)

**School:** [Click here to enter text.](#)

| Component:                                                      | Self-Assessment: |   |   |   | Rationale: |
|-----------------------------------------------------------------|------------------|---|---|---|------------|
| 1A <del>2</del> Demonstrating Knowledge of Content and Pedagogy | I                | D | A | E |            |
| 1B <del>2</del> Demonstrating Knowledge of Students             | I                | D | A | E |            |
| 1C <del>2</del> Selecting Instructional Outcomes                | I                | D | A | E |            |
| 1D <del>2</del> Demonstrating Knowledge of Resources            | I                | D | A | E |            |
| 1E <del>2</del> Designing Coherent Instruction                  | I                | D | A | E |            |
| 1F <del>2</del> Designing Student Assessment                    | I                | D | A | E |            |
| 2A <del>2</del> Creating an Environment of Respect and Rapport  | I                | D | A | E |            |
| 2B <del>2</del> Establishing a Culture for Learning             | I                | D | A | E |            |
| 2C <del>2</del> Managing Classroom Procedures                   | I                | D | A | E |            |
| 2D <del>2</del> Managing Student Behavior                       | I                | D | A | E |            |
| 2E <del>2</del> Organizing Physical Space                       | I                | D | A | E |            |
| 3A <del>2</del> Communicating with Students                     | I                | D | A | E |            |
| 3B <del>2</del> Using Questioning and Discussion Techniques     | I                | D | A | E |            |
| 3C <del>2</del> Engaging Students in Learning                   | I                | D | A | E |            |
| 3D <del>2</del> Using Assessment in Instruction                 | I                | D | A | E |            |
| 3E <del>2</del> Demonstrating Flexibility and Responsiveness    | I                | D | A | E |            |
| 4A <del>2</del> Reflecting on Teaching                          | I                | D | A | E |            |
| 4B <del>2</del> Maintaining Accurate Records                    | I                | D | A | E |            |
| 4C <del>2</del> Communicating with Families                     | I                | D | A | E |            |
| 4D <del>2</del> Participating in a Professional Community       | I                | D | A | E |            |
| 4E <del>2</del> Growing and Developing Professionally           | I                | D | A | E |            |
| 4F <del>2</del> Demonstrating Professionalism                   | I                | D | A | E |            |

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Certified Personnel ~~~~~ Date ~~~~~ Evaluator ~~~~~ Date ~~~~~

Updated: May 2021

Marshall County School District
PES-Preschool Scripting Evidence-Peer Observation

[illegible]

**Marshall County School District
PES-Preschool Scripting Evidence**

[illegible]

Marshall County School District **PES-Preschool Post Observation Document**

Cert. Personnel:	
Observer:	

Components	Rating
Performance Measure 1 (Planning & Preparation)	
1A: Demonstrating Knowledge of Content and Pedagogy	Exemplary
1B: Demonstrating Knowledge of Students	Select Rating
1C: Selecting Instructional Outcomes	Select Rating
1D: Demonstrating Knowledge of Resources	Select Rating
1E: Designing Coherent Instruction	Select Rating
1F: Designing Student Assessment	Select Rating
Performance Measure 2 (Classroom Environment)	
2A: Creating an Environment of Respect and Rapport	Exemplary
2B: Establishing a Culture for Learning	Select Rating
2C: Managing Classroom Procedures	Select Rating
2D: Managing Student Behavior	Select Rating
2E: Organizing Physical Space	Exemplary
Performance Measure 3 (Instruction)	
3A: Communicating With Students	Exemplary
3B: Using Questioning and Discussion Techniques	Select Rating
3C: Engaging Students in Learning	Select Rating
3D: Using Assessment in Instruction	Select Rating
3E: Demonstrating Flexibility and Responsiveness	Exemplary
Performance Measure 4 (Professional Responsibilities)	
4A: Reflecting on Teaching	Accomplished
4B: Maintaining Accurate Records	Select Rating
4C: Communicating With Families	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Growing and Developing Professionally	Select Rating
4F: Demonstrating Professionalism	Select Rating

Comments:

I have participated in a pre- and/or post-observation conference (as required by my district evaluation plan) and have received a copy of this observation document.

Cert. Personnel _____ Date _____

Observer _____ Date _____

Page 2 of 2

Marshall County School District **PES- Preschool Summative Rating**

Cert. Personnel:	
EPSB ID#:	
School:	
Grade Level/ Subject(s):	
Observer:	
Date:	

Professional Practice Rating	Rating
PM 1: Planning and Preparation	Select Rating
PM 2: Classroom Environment	Select Rating
PM 3: Instruction	Select Rating
PM 4: Professional Responsibilities	Select Rating
Overall Practice Rating (Summative)	Rating
Professional Practice Rating	Select Rating

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

Cert. Personnel _____ Date _____

Observer _____ Date _____

Comments:

Marshall County School District School Psychologist Self-Reflection

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching School Psychologist to determine self-assessment rating.

Certified Personnel: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Component:	Self-Assessment:				Rationale:
1A <input type="checkbox"/> Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	I	D	A	E	
1B <input type="checkbox"/> Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	I	D	A	E	
1C <input type="checkbox"/> Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served	I	D	A	E	
1D <input type="checkbox"/> Demonstrating Knowledge of State and Federal Regulations and of Resources Both within and Beyond the School and District	I	D	A	E	
1E <input type="checkbox"/> Planning in the Psychology Program Integrated with the Regular School Program to Meet the Needs of Individual Students and Including Prevention	I	D	A	E	
1F <input type="checkbox"/> Developing a Plan to Evaluate the Psychology Program	I	D	A	E	
2A <input type="checkbox"/> Establishing Rapport with Students	I	D	A	E	
2B <input type="checkbox"/> Establishing a Culture for Positive Mental Health throughout the School	I	D	A	E	
2C <input type="checkbox"/> Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
2D <input type="checkbox"/> Establishing Standards of Conduct in the Testing Center	I	D	A	E	
2E <input type="checkbox"/> Organizing Physical Space for Testing Students and Storage of Materials	I	D	A	E	
3A <input type="checkbox"/> Responding to Referrals Consulting with Teachers and Administrators	I	D	A	E	
3B <input type="checkbox"/> Evaluating Student Needs and Compliance with National Association of School Psychologists (NASP) Guidelines	I	D	A	E	
3C <input type="checkbox"/> Chairing Evaluation Team	I	D	A	E	
3D <input type="checkbox"/> Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E	

Updated: May 2021

Marshall County School District School Psychologist Self-Reflection

3E – Maintaining Contact with Physicians and Community Mental Health Service Providers	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 – Showing Professionalism	I	D	A	E	

Certified Personnel Date

Evaluator Date

Updated: May 2021

[illegible]

[illegible]

Marshall County School District
PES-School Psychologist Post Observation Document

Cert. Personnel:	
Observer:	

Components	Rating
Performance Measure 1 (Planning & Preparation)	
1A: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	Exemplary
1B: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	Select Rating
1C: Establishing Goals for the Psychology Program appropriate to the Setting and the Students Served	Select Rating
1D: Demonstrating Knowledge of State and Federal Regulations and the Resources both within and Beyond the School and District	Select Rating
1E: Planning the Psychology Program Integrated with the Regular School Program to Meet the Needs of Individual Students and Including Prevention	Select Rating
1F: Developing a Plan to Evaluate the Psychology Program	Select Rating
Performance Measure 2 (Environment)	
2A: Establishing Rapport with Students	Exemplary
2B: Establishing Culture for Positive Mental Health throughout the School	Select Rating
2C: Establishing and Maintaining Clear Procedures for Referrals	Select Rating
2D: Establishing Standards of Conduct in the Testing Center	Select Rating
2E: Organizing Physical Space for Testing the Students and Storage of Materials	Exemplary
Performance Measure 3 (Delivery of Service)	
3A: Responding to Referrals Consulting with Teachers and Administrators	Exemplary
3B: Evaluating Student Needs and Compliance with National Association of School Psychologists (NASP) Guidelines	Select Rating
3C: Chairing Evaluation Team	Select Rating
3D: Planning Interventions to Maximize Student's Likelihood of Success	Select Rating
3E: Maintaining Contact with Physicians and Community Mental Health Service Providers	Select Rating
3F: Demonstrating Flexibility and Responsiveness	Exemplary
Performance Measure 4 (Professional Responsibilities)	
4A: Reflecting on Practice	Accomplished
4B: Communicating with Families	Select Rating
4C: Maintaining Accurate Records	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Engaging in Professional Development	Select Rating
4F: Showing Professionalism	Select Rating

Comments:

I have participated in a pre- and/or post-observation conference (as required by my district evaluation plan) and have received a copy of this observation document.

Cert. Personnel _____ Date _____

Observer _____ Date _____

Page 2 of 2

Marshall County School District **PES School Psychologist Summative Rating**

Cert. Personnel:	
EPSB ID#:	
School:	
Grade Level/ Subject(s):	
Observer:	
Date:	

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

<u>Professional Practice Rating</u>	<u>Rating</u>
PM 1: Planning and Preparation	Select Rating
PM 2: Environment	Select Rating
PM 3: Delivery of Service	Select Rating
PM 4: Professional Responsibilities	Select Rating
<u>Overall Practice Rating (Summative)</u>	<u>Rating</u>
Professional Practice Rating	Select Rating

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

Comments:

Cert. Personnel _____ Date _____

Observer _____ Date _____

Marshall County School District Therapeutic Specialist and Speech Language Self-Reflection

Directions: Completed by Certified Personnel. Highlight Rating for each component and then type in the Rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching 2. Therapeutic Specialist and Speech Language to determine self-assessment rating.

Certified Personnel: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Component:	Self-Assessment:				Rationale:
1A 2 Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	I	D	A	E	
1B 2 Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	I	D	A	E	
1C 2 Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	I	D	A	E	
1D 2 Demonstrating Knowledge of Resources Both within and Beyond the School and District	I	D	A	E	
1E 2 Planning in the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	I	D	A	E	
1F 2 Developing a Plan to Evaluate the Therapy Program	I	D	A	E	
2A 2 Establishing Rapport with Students	I	D	A	E	
2B 2 Organizing Time Effectively	I	D	A	E	
2C 2 Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
2D 2 Establishing Standards of Conduct in the Treatment Center	I	D	A	E	
2E 2 Organizing Physical Space for Testing Students and Providing Treatment	I	D	A	E	
3A 2 Responding to Referrals and Evaluating Student Needs	I	D	A	E	
3B 2 Developing and Implementing Treatment Plans to Maximize Student Success	I	D	A	E	
3C 2 Communicating with Families	I	D	A	E	
3D 2 Collecting Information; Writing Reports	I	D	A	E	
3E 2 Demonstrating Flexibility and Responsiveness	I	D	A	E	

Updated: May 2021

Marshall County School District Therapeutic Specialist and Speech Language Self-Reflection

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 – Showing Professionalism Including Integrity, Advocacy, and Maintaining Confidentiality	I	D	A	E	

Certified Personnel Date

Evaluator Date

Updated: May 2021

[illegible]

**Marshall County School District
PES-Therapeutic Specialist and Speech Language Post Observation Document**

Cert. Personnel:	
Observer:	

Components	Rating
Performance Measure 1 (Planning & Preparation)	
1A: Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	Exemplary
1B: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	Select Rating
1C: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	Select Rating
1D: Demonstrating Knowledge of Resources both within and Beyond the School and District	Select Rating
1E: Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	Select Rating
1F: Developing a Plan to Evaluate the Therapy Program	Select Rating
Performance Measure 2 (Classroom Environment)	
2A: Establishing Rapport with Students	Exemplary
2B: Organizing Time Effectively	Select Rating
2C: Establishing and Maintaining Clear Procedures for Referrals	Select Rating
2D: Establishing Standards of Conduct in the Treatment Center	Select Rating
2E: Organizing Physical Space for Testing of Students and Providing Therapy	Exemplary
Performance Measure 3 (Delivery of Service)	
3A: Responding to Referrals and Evaluating Student Needs	Exemplary
3B: Developing and Implementing Treatment Plans to Maximize Student Success	Select Rating
3C: Communicating with Families	Select Rating
3D: Collecting Information; Writing Reports	Select Rating
3E: Demonstrating Flexibility and Responsiveness	Select Rating
Performance Measure 4 (Professional Responsibilities)	
4A: Reflecting on Practice	Accomplished
4B: Collaborating with Teachers and Administrators	Select Rating
4C: Maintaining an Effective Data Management System	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Engaging in Professional Development	Select Rating
4F: Showing Professionalism Including Integrity, Advocacy, and Maintaining Confidentiality	Select Rating

Comments:

I have participated in a pre- and/or post-observation conference (as required by my district evaluation plan) and have received a copy of this observation document.

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Page 2 of 2

Marshall County School District
PES-Therapeutic Specialist and Speech Language Summative Rating

Cert. Personnel:	
EPSB ID#:	
School:	
Grade Level/	
Subject(s):	
Observer:	
Date:	

<u>Professional Practice Rating</u>	<u>Rating</u>
PM 1: Planning and Preparation	Select Rating
PM 2: Environment	Select Rating
PM 3: Delivery of Service	Select Rating
PM 4: Professional Responsibilities	Select Rating

<u>Overall Practice Rating (Summative)</u>	<u>Rating</u>
Professional Practice Rating	Select Rating

CRITERIA FOR DETERMINING A TEACHER'S
PROFESSIONAL PRACTICE RATING

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

I have participated in a summative conference (as required by my district evaluation plan) and have received a copy of this observation document.

Comments:

Cert. Personnel _____ Date _____

Observer _____ Date _____

Marshall County School District Principal Self-Reflection

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to the Professional Standards for Educational Leaders (PSEL) to determine self-assessment rating.

Certified Personnel: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Performance Measures	Self-Assessment:				Rationale:
Planning					
<u>Standard 6 (Professional Capacity of School Personnel):</u> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E	
<u>Standard 9 (Operation and Management):</u> Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E	
Environment					
<u>Standard 3 (Equity and Cultural Responsiveness):</u> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
<u>Standard 5 (Community of Care and Support for Students):</u> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	
<u>Standard 7 (Professional Community for Teachers and Staff):</u> Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E	
<u>Standard 8 (Meaningful Engagement of Families and Community):</u> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	
Instruction					
<u>Standard 1 (Mission, Vision, and Core Values):</u> 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	D	A	E	
<u>Standard 4 (Curriculum, Instruction, and Assessment):</u> 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	D	A	E	
<u>Standard 10 (School Improvement):</u> Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	
Professionalism					
<u>Standard 2 (Ethics and Professional Norms):</u> Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	

Certified Personnel

Date

Evaluator

Date

June 2020

[illegible]

Marshall County School District PPES Post Observation Document

Administrator:	
EPSB ID#:	
School:	
Observer:	
Date of Conference:	

Rating

Performance Measure: PLANNING	
Standard 6: Professional Capacity of School Personnel	Select Rating
Standard 9: Operations and Management	Select Rating
Performance Measure: ENVIRONMENT	
Standard 3: Equity and Culturally Responsiveness	Select Rating
Standard 5: Community of Care and Support for Students	Select Rating
Standard 7: Professional Community for Teachers and Staff	Select Rating
Standard 8: Meaningful Engagement of Families and Community	Select Rating
Performance Measure: INSTRUCTION	
Standard 1: Mission, Vision, and Core Values	Select Rating
Standard 4: Curriculum, Instruction and Assessment	Select Rating
Standard 10: School Improvement	Select Rating
Performance Measure: PROFESSIONALISM	
Standard 2: Ethics and Professional Norms	Select Rating

Comments

Administrator

Date

Observer

Date

Marshall County School District PPES Summative Document

Administrator:	
EPSB ID#:	
School:	
Observer:	
Date of Conference:	

Site Visit #1	Rating
Performance Measure: PLANNING	
Standard 6: Professional Capacity of School Personnel	Select Rating
Standard 9: Operations and Management	Select Rating
Performance Measure: ENVIRONMENT	
Standard 3: Equity and Culturally Responsiveness	Select Rating
Standard 5: Community of Care and Support for Students	Select Rating
Standard 7: Professional Community for Teachers and Staff	Select Rating
Standard 8: Meaningful Engagement of Families and Community	Select Rating
Performance Measure: INSTRUCTION	
Standard 1: Mission, Vision, and Core Values	Select Rating
Standard 4: Curriculum, Instruction and Assessment	Select Rating
Standard 10: School Improvement	Select Rating
Performance Measure: PROFESSIONALISM	
Standard 2: Ethics and Professional Norms	Select Rating

Site Visit #3 (Optional)	Rating
Performance Measure: PLANNING	
Standard 6: Professional Capacity of School Personnel	Select Rating
Standard 9: Operations and Management	Select Rating
Performance Measure: ENVIRONMENT	
Standard 3: Equity and Culturally Responsiveness	Select Rating
Standard 5: Community of Care and Support for Students	Select Rating
Standard 7: Professional Community for Teachers and Staff	Select Rating
Standard 8: Meaningful Engagement of Families and Community	Select Rating
Performance Measure: INSTRUCTION	
Standard 1: Mission, Vision, and Core Values	Select Rating
Standard 4: Curriculum, Instruction and Assessment	Select Rating
Standard 10: School Improvement	Select Rating
Performance Measure: PROFESSIONALISM	
Standard 2: Ethics and Professional Norms	Select Rating

Comments

I have received a copy of the summative rating for professional practice.

Administrator _____ Date _____

Site Visit #2	Rating
Performance Measure: PLANNING	
Standard 6: Professional Capacity of School Personnel	Select Rating
Standard 9: Operations and Management	Select Rating
Performance Measure: ENVIRONMENT	
Standard 3: Equity and Culturally Responsiveness	Select Rating
Standard 5: Community of Care and Support for Students	Select Rating
Standard 7: Professional Community for Teachers and Staff	Select Rating
Standard 8: Meaningful Engagement of Families and Community	Select Rating
Performance Measure: INSTRUCTION	
Standard 1: Mission, Vision, and Core Values	Select Rating
Standard 4: Curriculum, Instruction and Assessment	Select Rating
Standard 10: School Improvement	Select Rating
Performance Measure: PROFESSIONALISM	
Standard 2: Ethics and Professional Norms	Select Rating

Professional Practice Rating	Rating
Performance Measure: PLANNING	
Standard 6: Professional Capacity of School Personnel	Select Rating
Standard 9: Operations and Management	Select Rating
Performance Measure: ENVIRONMENT	
Standard 3: Equity and Culturally Responsiveness	Select Rating
Standard 5: Community of Care and Support for Students	Select Rating
Standard 7: Professional Community for Teachers and Staff	Select Rating
Standard 8: Meaningful Engagement of Families and Community	Select Rating
Performance Measure: INSTRUCTION	
Standard 1: Mission, Vision, and Core Values	Select Rating
Standard 4: Curriculum, Instruction and Assessment	Select Rating
Standard 10: School Improvement	Select Rating
Performance Measure: PROFESSIONALISM	
Standard 2: Ethics and Professional Norms	Select Rating

Overall Practice Rating (Summative)	Rating
Professional Practice Rating	Select Rating

Observer _____ Date _____

Marshall County School District District Certified Administrator Self-Reflection

Directions: Completed by certified district administrators. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to the Professional Standards for Educational Leaders (PSEL) to determine self-assessment rating.

District Administrator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Performance Measures	Self-Assessment:				Rationale:
Planning					
<u>Standard 6 (Professional Capacity of School Personnel):</u> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E	
<u>Standard 9 (Operation and Management):</u> Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E	
Environment					
<u>Standard 3 (Equity and Cultural Responsiveness):</u> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
<u>Standard 5 (Community of Care and Support for Students):</u> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	
<u>Standard 7 (Professional Community for Teachers and Staff):</u> Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E	
<u>Standard 8 (Meaningful Engagement of Families and Community):</u> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	
Instruction					
<u>Standard 1 (Mission, Vision, and Core Values):</u> 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	D	A	E	
<u>Standard 4 (Curriculum, Instruction, and Assessment):</u> 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	D	A	E	
<u>Standard 10 (School Improvement):</u> Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	
Professionalism					
<u>Standard 2 (Ethics and Professional Norms):</u> Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	

Certified Personnel

Date

Evaluator

Date

Marshall County School District District Certified Administrator Summative Evaluation

Name: _____ Position: _____ Date: _____

Evaluator: _____ Workplace Location: _____

Assign a rating for each Performance Measure

Performance Measure: PLANNING	Rating:			
Standard 6 (Professional Capacity of School Personnel): Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 9 (Operation and Management): Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: PLANNING Rating	Ineffective	Developing	Accomplished	Exemplary

Performance Measure: Environment	Rating:			
Standard 3 (Equity and Cultural Responsiveness): Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 5 (Community of Care and Support for Students): Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Ineffective	Developing	Accomplished	Exemplary
Standard 7 (Professional Community for Teachers and Staff): Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 8 (Meaningful Engagement of Families and Community): Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: ENVIRONMENT Rating	Ineffective	Developing	Accomplished	Exemplary

Performance Measure: Instruction	Rating:			
Standard 1 (Mission, Vision, and Core Values): Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Ineffective	Developing	Accomplished	Exemplary

Standard 4 (Curriculum, Instruction, and Assessment): Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 10 (School Improvement): Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: INSTRUCTION Rating	Ineffective	Developing	Accomplished	Exemplary

Performance Measure: Professionalism	Rating:			
Standard 2 (Ethics and Professional Norms): Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: PROFESSIONALISM Rating	Ineffective	Developing	Accomplished	Exemplary

Apply the following criteria to determine the Summative Rating

Criteria for Determining the Performance Measure for a Summative Rating	
IF	THEN
If Environment and Instruction are both rated INEFFECTIVE	The Summative Rating is INEFFECTIVE.
If Environment or Instruction is rated INEFFECTIVE	The Summative Rating is DEVELOPING or INEFFECTIVE
If Planning or Professionalism is rated INEFFECTIVE	The Summative Rating shall not be EXEMPLARY.
If two Performance Measures are rated DEVELOPING and two are rated ACCOMPLISHED	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated ACCOMPLISHED.
If two Performance Measures are rated DEVELOPING and two are rated EXEMPLARY	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated EXEMPLARY.
If two Performance Measures are rated ACCOMPLISHED and two are rated EXEMPLARY.	The Summative Rating shall be EXEMPLARY only if Environment or Instruction is rated EXEMPLARY

SUMMATIVE RATING	Ineffective	Developing	Accomplished	Exemplary
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Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Evaluatee's Comments: _____

I have participated in a summative conference (as required by my district's certified evaluation plan) and have received a copy of this observation document.

Directed Plan ____