

# Montgomery County Schools



**Certified Evaluation Plan**  
Effective July 1, 2020

**Table of Contents Certified Evaluation Plan**

**Personnel Evaluation System**

Certified Evaluation Committee Members-----4  
Assurances-----5  
Code of Ethics-----7

**Montgomery County’s Personnel Evaluation System**

The Kentucky Framework for Personnel Evaluation-----9  
District Personnel Evaluation Plan -----10  
Kentucky Framework for Personnel Evaluation-----11  
Teachers and Other Professionals-----12  
Sources of Evidence/Framework for Teaching Alignment  
Evaluation Pre-Requisite-----13  
Evaluation Orientation  
Evaluator Certification Requirements  
Professional Practice-----14  
Self-Reflection & Professional Growth Planning  
    Products of Practice/Other Sources of Evidence-----15  
    Observation for Teachers and Other Professionals-----15  
        Observation  
        Observation Model  
        Observation Schedule  
        Observation Conferencing  
Determining Overall Summative Rating for Teachers and Other Professionals-----18  
Determining the Overall Performance Category-----19

**Personnel Evaluation System – Principals & Assistant Principals-----21**

Sources of Evidence/Framework for Principal Alignment  
Principal/Assistant Principal Evaluation Plan Components  
Principal Performance Standards  
Professional Growth Planning & Self-Reflection  
    Site-Visits  
    Products of Practice/Other Sources of Evidence  
Principal/Assistant Principal Surveys  
Val-Ed 360  
TELL Kentucky  
Principal/Assistant Principal Student Growth  
Local Contribution  
Rating Overall Student Growth  
Determining the Overall Summative Rating

**District Certified Personnel-----29**  
    Determining Overall Summative Rating

**Corrective Action Plan-----35**

**Appeals Process-----36**

**Appendix A: General Appendix for All Certified Employees-----39**

- Roles and Definitions
- Implementation Timeline
- Evaluation Orientation Verification Form
- Corrective Action Form & Instructions

**Appendix B: Documents for Teachers and Other Professionals-----49**

- Self-Reflection forms for Teachers & Other Professionals
- Professional Growth Planning form for Teachers & Other Professionals
- Student Growth Goal Setting Template for Teachers and Other Professionals
- Pre-Observation Form
- Observation Template
- Post Observation Form
- Summative Evaluation Form for Teachers
- Summative Evaluation Form for Library Media Specialists
- Summative Evaluation Form for Therapeutic Specialists
- Summative Evaluation Form for Instructional Specialists
- Summative Evaluation Form for Counselors

**Appendix C: Documents for Principals & Assistant Principals-----75**

- Principal Self-Reflection and Professional Growth Goal Template
- Assistant Principal Self-Reflection and Professional Growth Goal Template
- Site Visit Form
- Summative Evaluation Document

**Appendix D: Documents for District Certified Personnel-----100**

- Professional Growth Plan and Instructions
- Certified/Non-Teaching/Non-Administrative Evaluation Forms
- District Administrator Evaluation Forms

## Certified Evaluation Plan

Name of District: Montgomery County

Telephone Number: (859) 497-8760  
(859) 497-8780 (Fax)

Address: 640 Woodford Drive  
Mt. Sterling, Kentucky 40353

Superintendent: Dr. Matthew Thompson

### Certified Evaluation Committee Members

<u>Name</u>	<u>School</u>	<u>Position</u>
Renee Boots	Central Office	Chief Academic Officer
Stephanie Harris	Central Office	Director of Curriculum, Instruction, and Assessment
Casey Greene	Mapleton Elementary	Assistant Principal
Holly Lawson	Montgomery Co. High School	Assistant Principal
Jamie Cooper	Northview Elementary	Teacher
Sarah Farrow	Montgomery Co. High School	Teacher
Caitlin Sadler	McNabb Middle School	Teacher
Crystal Allen	Mount Sterling Elementary	Teacher



## **CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN**

*The Montgomery County 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 Committee Members

Name	School	Position
Renee Boots	Central Office	Chief Academic Officer
Stephanie Harris	Central Office	Director of Curriculum, Instruction, and Assessment
Casey Greene	Mapleton Elementary	Assistant Principal
Holly Lawson	Montgomery Co. High School	Assistant Principal
Jamie Cooper	Northview Elementary	Teacher
Sarah Farrow	Montgomery Co. High School	Teacher
Caitlin Sadler	McNabb Middle School	Teacher
Crystal Allen	Mount Sterling Elementary	Teacher

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 May 26, 2020. (704 KAR 3:370)

*Dr. Matthew Thompson*

May 26, 2020

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

*Alice Anderson*

May 26, 2020

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

## Code of Ethics for Certified School Personnel

SOURCE: 16 KAR 1:020

### Section 1. Certified personnel in the Commonwealth:

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

#### (a) To students:

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

#### (b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.
- 8.

#### (c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

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

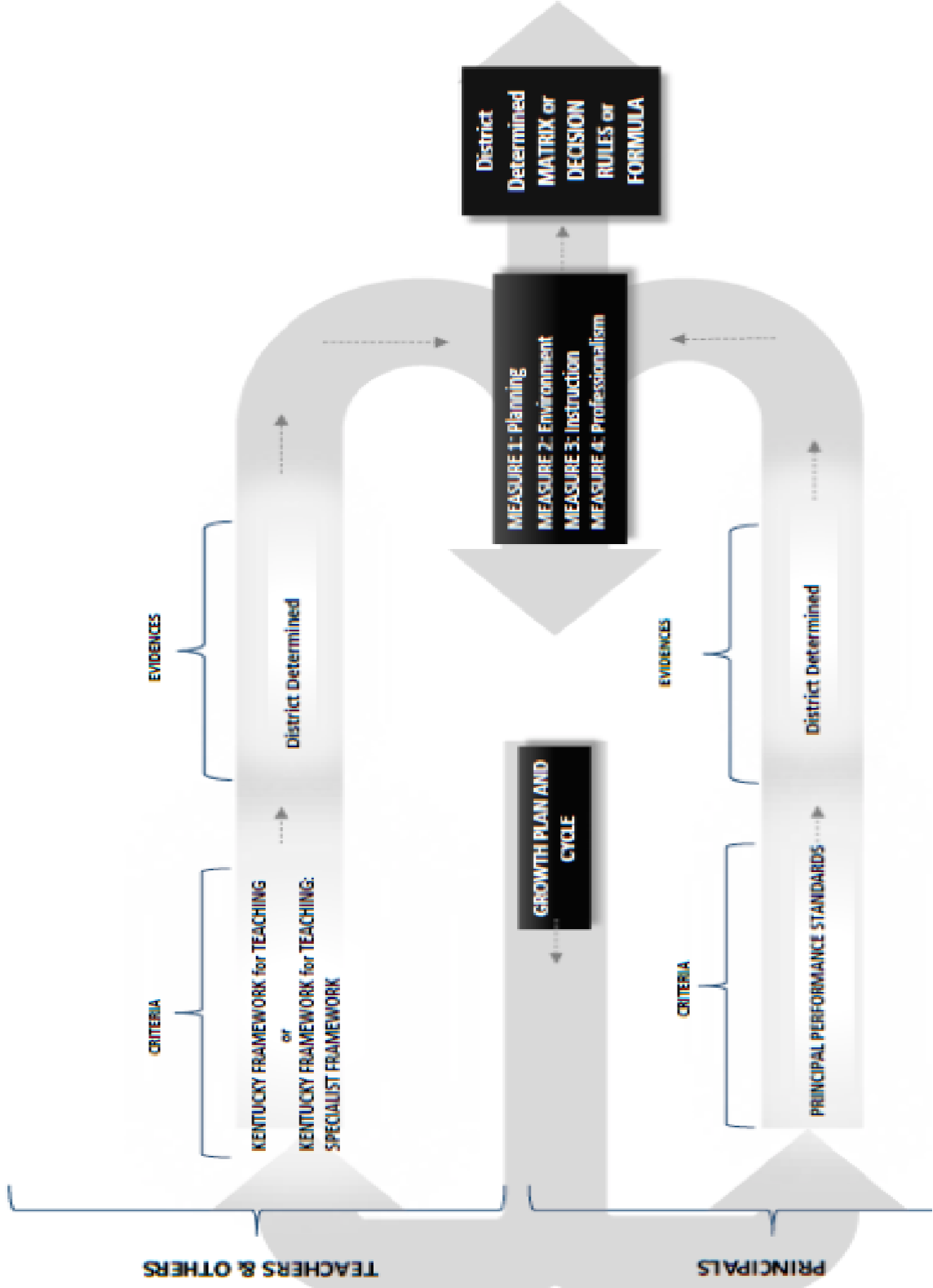
Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.



# **Montgomery County's Personnel Evaluation System**



# KENTUCKY FRAMEWORK for PERSONNEL EVALUATION



# Montgomery County's Personnel Evaluation Plan

## Personnel Evaluation System Overview

The vision for Montgomery County's Personnel Evaluation System is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

## *The Performance Measures*

All certified personnel below the level of the superintendent will receive an overall performance category (summative rating) based upon the four performance measure ratings. The four performance measures are:

Measure 1: Planning

Measure 2: Environment

Measure 3: Instruction

Measure 4: Professionalism

## *The Kentucky Framework for Personnel Evaluation for Teaching with Specialist Frameworks for Other Professionals*

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the measures 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 is situated within one or more of the four measures. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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

flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one measure, 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 Kentucky Framework for Personnel Evaluation***  
**Role Group, Measure and Performance Criteria**

<b><i>Performance Criteria and Role</i></b>	<b>Performance Measures</b>			
	<b>Planning</b>	<b>Environment</b>	<b>Instruction</b>	<b>Professionalism</b>
<b>Teacher</b> KY Framework for Teaching	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> Classroom Environment	<b>Domain 3</b> Instruction	<b>Domain 4</b> Professional Responsibilities
<b>Other Professionals</b> KY Framework for Teaching-Specialists Frameworks	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> The Environment	<b>Domain 3</b> Delivery of Service	<b>Domain 4</b> Professional Responsibilities
<b>Principal</b> Principal Performance Standards for Educational Leaders (PSEL)	<b>Standard 1</b> Mission, Vision and Core Values  <b>Standard 9</b> Operations and Management  <b>Standard 10</b> School Improvement	<b>Standard 3</b> Equity and Cultural Responsiveness  <b>Standard 7</b> Professional Community for Teachers and Staff	<b>Standard 4</b> Curriculum, Instruction, and Assessment  <b>Standard 5</b> Community of Care and Support for Students  <b>Standard 6</b> Professional Capacity of School Personnel	<b>Standard 2</b> Ethics and Professional Norms  <b>Standard 8</b> Meaningful Engagement of Families and Community
<b>District Certified Personnel</b> ISLLC Standards	<b>Standard 3</b> Operations, Management, and Resources	<b>Standard 2</b> School Culture and Instructional Program  <b>Standard 4</b> Collaboration with Faculty and Community	<b>Standard 1</b> Vision	<b>Standard 5</b> Ethics  <b>Standard 6</b> Political, Social, Legal, and Cultural Context

**Montgomery County's**

**Personnel Evaluation**

**System for Teachers and**

**Other Professionals**



## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

## Evaluation Pre-Requisites

### **Evaluation Orientation**

An orientation session to provide explanation to and discussions with all certified employees on the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each year. This annual review shall be an explanation of the contents of the Certified Evaluation Plan. All certified employees will verify their participation by signing the “Evaluation Orientation Verification” form located in Appendix A.

### **Evaluator Certification Requirements**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. These requirements include:

- Attending the Professional Growth and Evaluation of Certified Personnel training and passing the assessment:
  - 12 hour training for 1<sup>st</sup> year observers
  - All evaluators will complete the initial certified evaluator training and testing (KDE or approved provider)
  - Experienced administrators are required a minimum of six (6) hours annually of EILA- approved training

To ensure consistency of observations, evaluators must also be trained, tested and approved using a district approved evaluation training. The system allows observers to develop a deep understanding of how the four measures and the Kentucky Framework for Teaching (FfT) are applied in observation.

If an administrator does not successfully complete the certification process, the superintendent or designee will appoint a mentor to provide support and assistance. Until the certification is complete, an administrator that has successfully completed certification will be assigned by the superintendent, or their designee to observe teachers. The uncertified administrator must accompany the observer to all observations, post conferences, and discussions of the Professional Growth Plan. The uncertified administrator cannot assign evidence to any of the measures until they successfully pass the district provided evaluation training.

## Professional Practice for Teachers and Other Professionals

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

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

\*\*Montgomery County promotes self-reflection as an on-going process. Teachers and principals may be asked to engage in this process throughout the year and not just one time.

#### **Required:**

- All Teachers participate in self-reflection and professional growth planning each year.
- Self-reflection and Professional Growth Planning will be an ongoing process for both teachers and other professionals.
- Development, approval and monitoring will occur by using district forms found in Appendix B of this document.
- Monitoring of the PGP and self-reflection will occur at the End-of-Year Review.
- Principals may also choose to have a Mid-Year Review of the PGP and Self-Reflection.
- Self-reflection and Professional Growth Planning forms may be submitted electronically or in paper format.

<b>Implementation Timeline for Self-Reflection and Professional Growth Plan</b>	
<b>Date</b>	<b>Action</b>
October 1 <sup>st</sup>	Complete Self-Reflection and Develop PGP - Certified staff reflect on his/her current growth needs and collaborate with administrator to develop PGP
Mid-Year Review (Optional)	Review progress and modify plan as appropriate
Spring Semester	Continued implementation and ongoing self-reflection
By April 30 <sup>th</sup>	Review PGP progress



**\*\*Leaves of Absence & Late Hires** – Evaluation requirements remain the same for certified employees on approved leave of absence; however, timelines may be adjusted as needed. Late hires must complete both the self-reflection and professional growth plan. Adjusted timeline shall be developed by the evaluatee and evaluator.

### **Products of Practice/Other Sources of Evidence**

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the four measures.

#### **Required**

- Observations/Site Visits conducted by certified supervisor observer(s)
- Self-Reflection and Professional Growth Plan
- Evidence of student growth agreed upon by evaluator and evaluatee

#### **Optional Sources of Evidence**

- Communication Logs
- Student Work
- Student Data Records
- Minutes from PLCs
- Committee Minutes
- Feedback on Student Work
- Professional Development Certificates
- Surveys
- Other Evidence as Determined by Evaluator and Evaluatee

## **Observation for Teachers and Other Professionals**

### **Observation**

The observation process is one source of evidence to determine educator effectiveness for each certified teacher and other professional. Both peer (optional) and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation, which is optional, is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. Observations for media specialists, guidance counselors and instructional coaches may be in the form of a site-visit at the discretion of the evaluator.

### **Observation Model**

- Evaluation training for certified staff takes place within the first 30 calendar days of reporting for employment; observations may begin at any time after the initial evaluation training has occurred.
- A minimum of the following observations will occur during the summative cycle:
  - 3 year cycle - three by the supervisor – 2 partial and 1 full, with the full taking place during the summative year

- 1 year cycle – 2 full observations by the supervisor
- Peer observations are optional
- Two (2) of the supervisor’s partial observations may be unannounced. The observer will make note of the components observed in order to identify “look fors” in the next observation session.
- Evidence of observations will be documented using the forms found in Appendix B
- A partial observation is considered any observation that is less than a full (typically 20-30 minutes).
- A full observation is more than a partial (typically 30 minutes to one hour).

<b>Teachers and Other Professionals on a One (1) Year Cycle</b>		
<b>Observation Type</b>	<b>Observer</b>	<b>Timeline</b>
Full Observation	Administrator	After the initial evaluation training and before December 15 <sup>th</sup>
Full Observation	Administrator	Beginning 2 <sup>nd</sup> semester and prior to April 30 <sup>th</sup> .
Peer Observation	Peer	*Optional – may be used any time after the peer observer has been trained.

<b>Teachers and Other Professionals on a Three (3) Year Cycle</b>		
<b>Observation Type</b>	<b>Observer</b>	<b>Timeline</b>
Partial #1 - Year 1	Administrator	After the initial evaluation training and prior to April 30 <sup>th</sup> .
Partial #2 - Year 2	Administrator	After the initial evaluation training and prior to April 30 <sup>th</sup> .
Full Observation – Year 3	Administrator	After the initial evaluation training and prior to April 30 <sup>th</sup> .
Peer Observation	Peer	*Optional – may be used any time after the peer observer has been trained.

\***Leaves of Absence** – Evaluation requirements remain the same for certified employees on approved leave of absence; however, timelines may be adjusted as needed. Adjusted timeline should be developed by the evaluatee and evaluator.

\*\***Late Hires** – Certified staff hired on or after the 60<sup>th</sup> school day, or those who do not report for work sixty (60) or more consecutive school days must have a minimum of a partial administrative observation and a full observation by April 30<sup>th</sup>. All other requirements remain the same. Adjusted timelines should be developed by evaluatee and evaluator.

\*\*\***Extenuating Circumstances** – The evaluator with approval from the Superintendent/Designee may extend the summative cycle by one (1) extra year and all the summative evaluation data to be used from previous year(s) in the summative cycle if in the last year of the summative cycle, the evaluatee misses more than half of the instructional days during the school year for approved leave, the decision to extend the cycle will be documented in writing.

## **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements:

### Pre-Observation Conferences

- Partial Observations will not require a pre-conference
- Pre-Observation Conferences may be completed for Partial Observations by request of the evaluator or evaluatee and may be completed face-to-face or electronically.
- Full Observations will require a face-to-face pre-conference with the observer. The pre-conference will be held within 1 to 5 working days before the observation.

#### Post Observation Conferences

- Post-observation conferences will be conducted within five (5) working days for both the partial observation and the full observation. Post conferences for partial observations shall include written feedback that is communicated by the observer electronically or a face-to-face conference with the observer.
- Post conferences conducted after full observations will be face-to-face conferences with the observer.

#### Summative Evaluation Conference

- The summative evaluation conference shall be held at the end of the summative evaluation cycle and documented no later than April 30th.
- A printed and signed copy of the Summative Evaluation form completed during the summative evaluation conference shall be sent to Central Office to be placed in the evaluatee's personnel file by May 1<sup>st</sup>.

## Determining Overall Summative Rating for Teachers and Other Professionals

### **Determining the Overall Summative Rating**

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Summative Rating is informed by the educator's ratings on the performance measures. The evaluator determines the Overall Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the four Measures, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

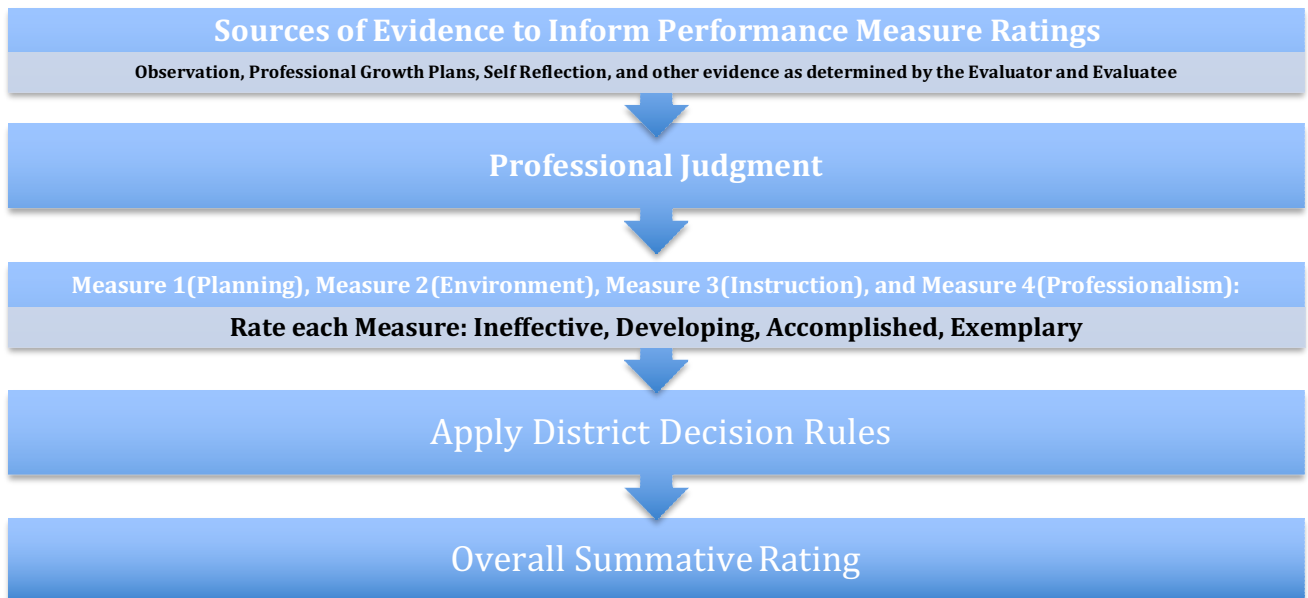
### **Rating Performance Measures:**

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

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

### **Required**

- Provide a summative rating for each measure based on evidence.
- All final ratings must be recorded on the Summative Evaluation form.



## Determining the Overall Summative Rating Category

An educator's Overall Performance Category is determined by the following steps:

1. Determine the individual measure ratings through the use of sources of evidence and professional judgment.
2. Apply District Decisions Rules for determining an educator's Summative Rating.
3. All summative ratings must be recorded on the summative evaluation form located in the Appendix.
4. The evaluatee has the opportunity to submit a written statement in response to the summative rating. The response will be included in the evaluatee's official personnel record.

### CRITERIA FOR DETERMINING A TEACHER'S OR OTHER PROFESSIONAL'S SUMMATIVE RATING

If...	Then...
Measures 2(Environment) and 3(Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measures 2 (Environment) or 3 (Instruction) are rated INEFFECTIVE and all others are at least DEVELOPING	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measures 2 (Environment) or 3 (Instruction)are rated INEFFECTIVE and one of the other Measures (Planning or Professionalism) are INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measures 1(Planning) or 4 (Professionalism)are rated INEFFECTIVE	Summative Rating shall Not be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be DEVELOPING or ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be DEVELOPING or ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED or EXEMPLARY

**PRINCIPAL AND  
ASSISTANT PRINCIPAL**

**Personnel Evaluation System**



## Sources of Evidence/Framework for Principal/ASST Principal Alignment

Performance Measures	Instruction			Planning			Environment		Professionalism		
	Standard 4	Standard 5	Standard 6	Standard 1	Standard 9	Standard 10	Standard 3	Standard 7	Standard 2	Standard 8	
Professional Standards for Educational Leaders (PSEL)											
PSEL Descriptions	Curriculum, Instruction and Assessment	Community of Care and Support for Students	Professional Capacity of School Personnel	Mission, Vision, and Core Values	Operations and Management	School Improvement	Equity and Cultural Responsiveness	Professional Community for Teachers and Staff	Ethics and Professional Norms	Meaningful Engagement of Families and Community	
<b>Sources of Evidence for Educational Leaders</b>	Site Visits	Observation and Conferences – District Identified Evidence									
	Professional Growth And Self Reflection	Professional Growth Goal and Self-Reflection over PSEL Standards									
	Working Conditions Goal	Working Conditions Goal using data from the Impact KY survey and Val-Ed 360 Survey									

## Principal/Assistant Principal Personnel Evaluation Components

Evaluation training for certified staff takes place within the first 30 calendar days of reporting for employment.

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/assistant 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 (PSEL).

### **Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement and align with one of the four performance measures: Instruction, Planning, Environment, and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the ten standards that are aligned to the four measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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 measure, 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 trauma



## Required Sources of Evidence

- ◆ Professional Growth Planning and Self-Reflection
- ◆ Site-Visits
- ◆ Annual Staff Survey Results (Val-Ed 360° and/or Impact KY)
- ◆ Working Conditions Goal
- ◆ Local Student Growth Goal data
- ◆ Other evidence as determined by the Evaluator and Evaluatee

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

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

## Principal/Assistant Principal Self-Reflection and Professional Growth Planning

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

### Professional Growth Planning and Self-Reflection

#### **Completed by principals & 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, data on student growth and achievement, 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.

#### **Required:**

- All principals and assistant principals will participate in self-reflection and professional growth planning each year.
- All principals will submit their Self-Reflection and PGP to the Superintendent or Designee
- All assistant principals will submit their Self-Reflection and PGP to their principal
- Late hires will complete all components of PPGES, however timelines may be adjusted. Self-Reflections and PGPs should be submitted no later than the first 30 work days.

\*\*Montgomery County promotes self-reflection as an on-going process. Teachers and principals may be asked to engage in this process throughout the year and not just one time.

# Principal/Assistant Principal Site-Visits

## Site-Visits

### **Principal**

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

### **Assistant Principal**

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

### **Required:**

- Conducted at least twice each year prior to May 30th.
- One site visit will occur each semester.
- Conferences will occur either immediately following the Site-Visit or not more than 5 working days after the Site-Visit to discuss progress on the performance measures and principal standards, based on Site-Visit observations.
- Locally developed student growth goals
- Late hires will have both Site-Visits completed prior to May 30<sup>th</sup>. However, the timeline for site visits may be adjusted.

## Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the standards aligned with the performance measures. They include but are not limited to:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other sources of Evidence as Determined by Evaluator and Evaluatee

# Principal/Assistant Principal Surveys

## **Faculty Surveys**

There are two forms of surveys used to acknowledge certified staff voice, the Val-Ed 360° and the Impact Kentucky survey, both are confidential, on-line surveys that collect feedback on specific aspects of the whole school experience and/or working conditions. The CEP point of contact will oversee and monitor the implementation of the VAL-ED 360 process, including the distribution of “letters” in hard copy to each school VAL-ED Coordinator. This letter will contain an anonymous code for access to the online survey. Participants will be surveyed at three levels . . . supervisor(s), principal, certified teachers. The district administrator will establish and communicate the VAL-ED window of administration, either in the fall and/or spring and individual schools will choose a teacher to organize the method for teachers to complete the survey. Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline. A District Technology designee will serve as the point of contact for administration and other aspects of the Impact KY survey.

## **1. Val-Ed 360°**

### **Completed for principals only**

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

### **Required:**

- Conducted at least once every two years. It will occur during the school year that TELL Kentucky is not administered.
- Results of the Survey will be used to help inform the principal’s self-reflection and professional growth plan. Only the principal and his/her evaluator will have access to survey results.

## **2. Impact Kentucky**

The Impact Kentucky is an assessment used to determine relevant working conditions in regard to the school environment. It is administered every other year.

Principals are responsible for setting a minimum of one 2-year Working Conditions Growth Goal based on the most recent Impact Kentucky Survey. (Refer to the forms in Appendix C for the process of creating the working conditions goal, as well as the rubric.) If the school has an assistant principal, he or she will "inherit" building principal's Working Conditions Goal. Principals/Assistant principals will complete the appropriate “Self-Reflection and Growth Goals” planning template that is found in Appendix C. to establish their working conditional goal(s). Progress toward meeting all goals will be reviewed and adjusted if necessary during each of the site visits.

# Principal/Assistant Principal Student Growth

## **Student Growth**

The following section provides information of the student growth goal process. Assistant principals will inherit the SGG of the Principal.

### **Locally Determined Student Growth Goal:**

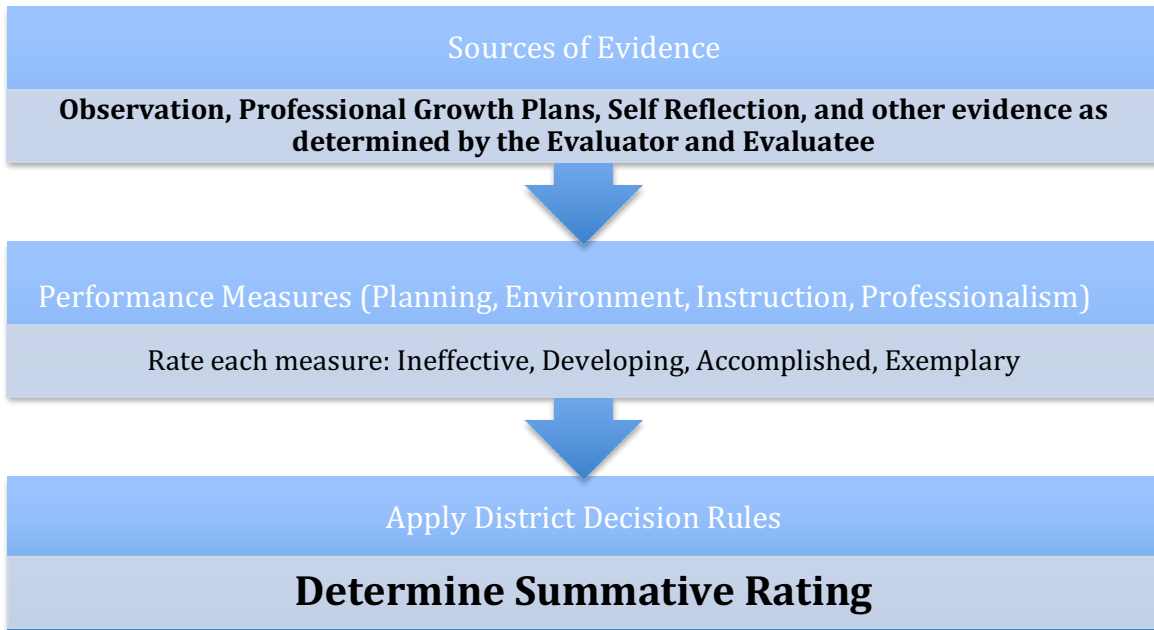
#### **Based on School Need - *Goal inherited by Assistant Principal***

Principals are responsible for setting at least one local goal for student growth, which should be based on school need.

<b>Criteria for Determining the Results of Locally Determined Growth Goal</b>		
<b>Low</b>	<b>Expected</b>	<b>High</b>
No forward progress or progress declines	Meets Goal	Exceeds Goal

**Overall Summative Rating**

A principal’s/assistant principal’s Overall Summative Rating is determined by the evaluator based on the principal’s ratings on each performance measure (Instruction, Environment, Planning, and Professionalism). Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each performance measure. Next, the evaluator will use the following decision rules for determining the Overall Summative Rating:



<b>Criteria for Determining a Building Administrators' Summative Rating</b>	
<b>If...</b>	<b>Then...</b>
Principal or Assistant Principal is rated EXEMPLARY in at least three of the measures and no measure is rated DEVELOPING or INEFFECTIVE	The Summative Rating shall be EXEMPLARY.
Principal or Assistant Principal is rated ACCOMPLISHED in at least three of the measures and no measure is rated INEFFECTIVE	The Summative Rating shall be ACCOMPLISHED.
Principal or Assistant Principal is rated DEVELOPING in at least three of the measures	The Summative Rating shall be DEVELOPING.
Principal or Assistant Principal is rated INEFFECTIVE in at least two or more measures	The Summative Rating shall be INEFFECTIVE

## Determining the Principal/Assistant Principal Overall Summative Rating (continued)

### **Determining the Principal/Assistant Principal's Overall Summative Rating**

The superintendent/designee is responsible for determining an Overall Summative Rating for each principal at the conclusion of their summative evaluation year. Building principals are responsible for determining the Overall Summative Rating for each assistant principal assigned to them. The Overall Summative Rating is informed by the principal's/assistant principal's ratings on each performance measure. All ratings and summative evaluation results will be documented on the district provided form located in Appendix C by June 15<sup>th</sup>.

A principal's/assistant principal's Overall Summative Rating is determined by the evaluator based on the principal's ratings on each performance measure.

\* The evaluatee has the opportunity to submit a written statement in response to the summative rating. The response will be included in the evaluatee's official personnel record.



**District Certified**

**Personnel Evaluation System**



# District Certified Personnel

All district certified staff below the level of the superintendent and who is not a school level employee will be evaluated based on the four performance measures: Planning, Environment, Instruction, and Professionalism.

## **ISLLC Standards**

The ISLLC standards are designed to support student achievement and professional best practice through the standards of vision; school culture and instructional program; operations, management, and resources; collaboration with faculty and community; ethics; and political, social, legal, cultural context. The ISLLC standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and district improvement. Evidence supporting a district certified personnel staff's professional practice will be situated within one or more of the ISLLC Standards. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each performance measure.

### **ISLLC STANDARDS and Performance Criteria for District Certified Personnel**

<b>Standards/Performance Criteria</b>
<b>1: Vision</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
1.3 The core beliefs of the school vision are modeled for all stakeholders
1.4 The vision is developed with and among stakeholders
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
1.6 Progress toward the vision and mission is communicated to all stakeholders
1.7 The school community is involved in school improvement efforts
1.8 The vision shapes the educational programs, plans, and actions
1.9 Provides opportunities that encourage collaboration among others in the use of resources
1.10 Assessment data related to student learning issued to develop the school vision and goals
1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.12 Barriers to achieving the vision are identified, clarified, and addressed
1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.14 Existing resources are used in support of the school vision and goals
1.15 The vision and implementation plans are regularly monitored, evaluated, and revised
<b>2: School Culture and Learning</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>
2.1 All individuals are treated with fairness, dignity, and respect
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals



2.3 Students and staff feel valued and important
2.4 The responsibilities and contributions of each individual are acknowledged
2.5 Barriers to student learning are identified, clarified and addressed
2.6 Diversity is considered in developing learning experiences
2.7 Lifelong learning is encouraged and modeled
2.8 There is a culture of high expectations for self, student, and staff performance
2.9 Technologies are used in teaching and learning
2.10 Student and staff accomplishments are recognized and celebrated
2.11 Multiple opportunities to learn are available to all students
2.12 The school is organized and aligned for success
2.13 Curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.15 The school culture and climate are assessed on a regular basis
2.16 A variety of sources in information is used to make decisions
2.17 Student learning is assessed using a variety of techniques
2.18 Multiple sources of information regarding performance are used by staff and students
2.19 A variety of supervisory and evaluation models is employed
2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.21 Demonstrates appropriate professional growth activities
<b>3: Management</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
3.3 Emerging trends are recognized, studied, and applied as appropriate
3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
3.7 Time is managed to maximize attainment of organizational goals
3.8 Potential problems and opportunities are identified
3.9 Problems are confronted and resolved in a timely manner.
3.10 Financial, human, and material resources are aligned to the goals of schools
3.11 The school acts entrepreneurially to support continuous improvement
3.12 Organizational systems are regularly monitored and modified as needed
3.13 Stakeholders are involved in decisions affecting schools
3.14 Responsibility is shared to maximize ownership and accountability
3.15 Effective problem-framing and problem-solving skills are used
3.16 Effective conflict resolution skills are used

3.17 Effective group-process and consensus-building skills are used
3.18 Effective communication skills are used
3.19 There is effective use of technology to manage school operations
3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
3.22 Human resource functions support the attainment of school goals
3.23 Confidentiality and privacy of school records are maintained

**4: Collaboration** - *The education administrator facilitates processes and engages in activities ensuring that:*

4.1 High visibility, active involvement, and communication with the larger community is a priority
4.2 Relationships with community leaders are identified and nurtured
4.3 Information about family and community concerns, expectations, and needs is used regularly
4.4 There is outreach to different business, religious, political, and service agencies and organizations
4.5 Credence is given to individuals and groups whose values and opinions may conflict
4.6 The school and community serve one another as resources
4.7 Available community resources are secured to help the school solve problems and achieve goals

4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
4.9 Community youth family services are integrated with school programs
4.10 Community stakeholders are treated equitably
4.11 Diversity is recognized and valued
4.12 Effective media relations are developed and maintained
4.13 Comprehensive program of community relations is established
4.14 Public resources and funds are used appropriately and wisely
4.15 Community collaboration is modeled for staff
4.16 Opportunities for staff to develop collaborative skills are provided

**5: Integrity, Fairness, Ethics** - *The education administrator facilitates processes and engages in activities ensuring that:*

5.1 Examines personal and professional values
5.2 Demonstrates a personal and professional code of ethics
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
5.4 Serves as a role model
5.5 Accepts responsibility for school operations
5.6 Considers the impact of one's administrative practices on others
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain
5.8 Treats people fairly, equitably, and with dignity and respect
5.9 Protects the rights and confidentiality of students and staff

5.10 Demonstrates appreciation for the sensitivity to the diversity in the school community
5.11 Recognized and respects the legitimate authority of others
5.12 Examines and considers the prevailing values of the diverse school community
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.14 Opens the school to public scrutiny
5.15 Fulfills legal and contractual obligations
5.16 Applies laws and procedures fairly, wisely, and considerately
5.17 Demonstrates punctuality and good attendance
5.18 Adheres to district policies with regard to dress and appearance
5.19 Adheres to the professional code of ethics

<b>6: Political, Economic, Legal</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>
6.1 The environment in which schools operate is influenced on behalf of students and their families
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
6.3 There is ongoing dialogue with representatives of diverse community groups
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
6.5 Public policy is shaped to provide equality education for students
6.6 Lines of communication are developed with decision makers outside the school community

### Required Sources of Evidence

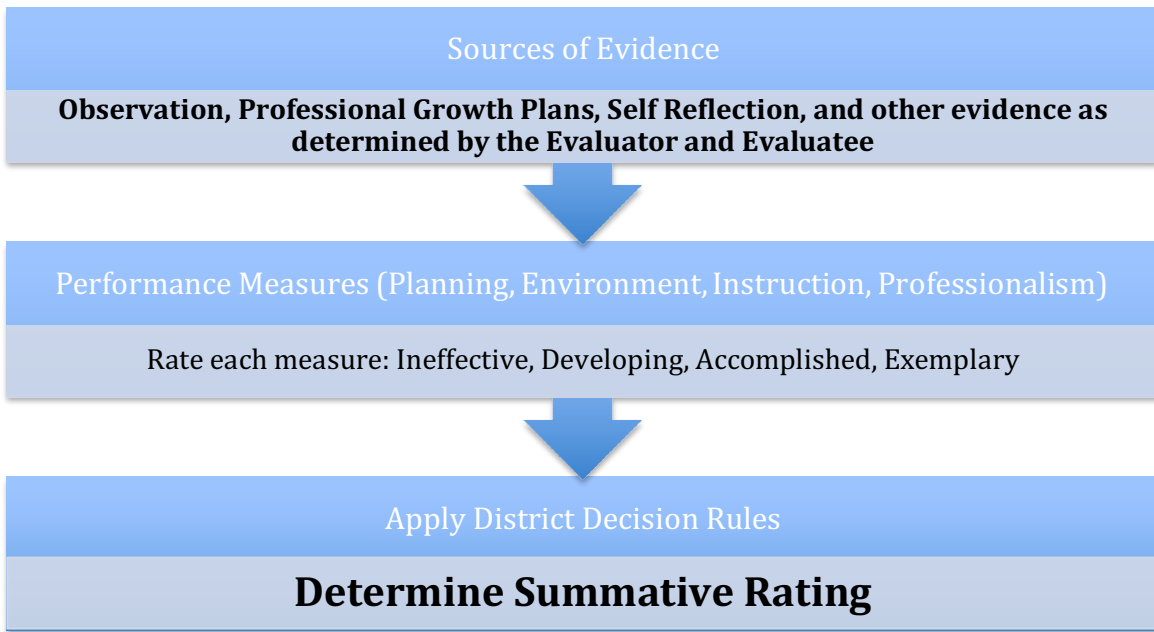
- ◆ Professional Growth Planning
- ◆ Self-Reflection (optional)
- ◆ Site-Visits Reports (Optional)
- ◆ Other evidence as determined by the Evaluator and Evaluatee

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

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

### Criteria for Determining Overall Summative Rating for District Certified Personnel:

District certified personnel’s overall Summative Rating is determined by the evaluator based on the personnel’s ratings on each performance measure (Instruction, Environment, Planning, and Professionalism). Using the sources of evidence for district certified personnel, evaluators will use professional judgment to determine a rating for each performance measure. Next, the evaluator will use the following decision rules for determining the Overall Summative Rating:



<b>Criteria for Determining District Certified Personnel Summative Rating</b>	
<b>If...</b>	<b>Then...</b>
District Certified Personnel is rated <b>EXEMPLARY</b> in at least three of the measures and no measure is rated <b>DEVELOPING</b> or <b>INEFFECTIVE</b>	The Summative Rating shall be <b>EXEMPLARY</b> .
District Certified Personnel is rated <b>ACCOMPLISHED</b> in at least three of the measures and no measure is rated <b>INEFFECTIVE</b>	The Summative Rating shall be <b>ACCOMPLISHED</b> .
District Certified Personnel is rated <b>DEVELOPING</b> in at least three of the measures	The Summative Rating shall be <b>DEVELOPING</b> .
District Certified Personnel is rated <b>INEFFECTIVE</b> in at least two or more measures	The Summative Rating shall be <b>INEFFECTIVE</b>

\* The evaluatee has the opportunity to submit a written statement in response to the summative rating. The response will be included in the evaluatee’s official personnel record.

### **CERTIFIED, NON-TEACHING, NON-ADMINISTRATIVE**

Other district level support personnel, including but not limited to District Curriculum Coach, Technology Integration Specialist, Diagnosticians, Migrant Advocate, Preschool Coordinator, and School Psychologists will be evaluated by their supervisors at least once every three years. Evaluation form is located in Appendix D.

An individual growth plan for staff shall be developed and/or reviewed annually. Plans must be completed and approved by the evaluator by October 1. Form is located in Appendix D.

Additional summative evaluations may be conducted as needed. Employees whose performance warrants more frequent evaluations shall be notified in writing of their supervisor's intent to evaluate outside the normal evaluation cycle.

### **ADMINISTRATORS**

The Superintendent/designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district level support personnel.

An orientation session to provide explanation to and discussions with administrators on the evaluation process will be conducted by the immediate supervisor within the first 30 days of reporting for employment each year. All administrators who are newly hired during the school year will receive training within their first 30 calendar days of employment.

An individual growth plan for administrators shall be developed and/or reviewed annually. Plans must be completed and approved by the evaluator by October 1. Form is located in Appendix D.

Administrators shall be evaluated annually (directors, assistant directors, coordinators, principals, central office administrators). The evaluator at his/her discretion may use various formative collection processes, as he/she deems appropriate. A Final Summative Evaluation Form shall be completed by the primary evaluator and will be reviewed during a summative conference. The summative form shall be sent to the Personnel Office by June 30. Forms are located in Appendix D.

Additional summative evaluations may be conducted as needed. Employees whose performance warrants more frequent evaluations shall be notified in writing of their supervisor's intent to evaluate outside the normal evaluation cycle.

### **SUPERINTENDENT**

The Montgomery County Board of Education will evaluate the Superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education and completed in accordance with Kentucky laws and regulations.

# Corrective Action Plan



## Corrective Action Plan

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

A corrective action plan may be written and implemented at any time during the school year if an immediate change in behavior, practice or performance is needed.

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

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

1. Corrective Action Plan measurable goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives
3. Targeted dates for appraising the evaluatee's accomplishment of the identified Corrective Action Plan goals and objectives

The evaluator shall document all actions taken to assist the employee in improving performance and meeting CAP goals and objectives. Employees who fail to make sufficient progress to meet Professional Practice Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference when steps to improve performance are called for.

The Corrective Action Plan form and instructions can be found in Appendix A.

# Appeals Process





## Appeals Process

### **Process of Appeals**

Per KRS 156.557 (6), "the local board of education shall establish an appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation."

### **CERTIFIED EVALUATION APPEALS PROCESS**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may file an appeal with the district's Evaluation Appeals Panel no later than five (5) working days of receipt of the summative evaluation.

Employees may appeal the summative evaluation on grounds the employee was not fairly evaluated or failure to implement the evaluation plan according to the way it was approved by the Kentucky Board of Education.

### **APPEALS PANEL COMPOSITION AND SELECTION OF MEMBERS**

The district's Evaluation Appeals Panel is composed of two (2) certified employees elected by the district's certified employees and one (1) certified employee appointed by the Montgomery County Board of Education (MCBE policy 03.18).

The certified employees shall elect two (2) members and two (2) alternates to serve on the Evaluation Appeal Panel. Ballots listing candidates nominated by certified employees shall be distributed to all certified employees.

The panel member appointed by the Board of Education shall tally the votes. The two (2) candidates receiving the greatest number of votes will be named primary panel members. The employees receiving the third and fourth largest total votes shall be named alternates to the panel.

### **Appeal Procedures**

1. The employee completes an Evaluation Appeal Form (03.18AP.21) and submits it to the panel member appointed by the Board within five (5) working days of receiving a copy of the summative evaluation form. If the appeal is mailed, it shall be postmarked on a date prior to the expiration of the 5-day period.
2. The evaluatee's written request shall include the specific, detailed and complete grounds and reasons for the appeal and a list of witnesses who will testify for the evaluatee at the hearing.
3. THE APPEALS PROCEDURE DOES NOT INVOLVE CONTRACTUAL STATUS RECOMMENDATIONS MADE TO THE SUPERINTENDENT OR ACTIONS BY THE SUPERINTENDENT REGARDING CONTRACTUAL STATUS. THE JURISDICTION OF THE PANEL IS LIMITED TO THE REVIEW OF THE SUMMATIVE EVALUATION ONLY.
4. The members of the Certified Employee Appeals Panel, the certified employee, and the evaluator

shall be notified of the time and date of the hearing by the chairperson within 5 working days of receiving the Evaluation Appeal Form. The hearing must take place not less than fifteen (15) working days or more than twenty-five (25) working days from the date an appeal is filed.

5. The certified employee may appeal both the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.
6. Within five (5) working days of their receipt of the notice of the date and time of the hearing, both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation including, but not limited to, a brief summary of the testimony of each witness to the panel member appointed by the Board. Only panel members and counsel will be permitted to review the documentation. All documentation will be stored in a secure place in the Central Office except during panel meetings. Confidentiality will be maintained.
7. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.
8. Prior to the hearing, the panel will meet, review all documents, discuss and prepare questions to be asked of each party by members of the Panel. Additional questions may be posed by panel members during the hearing.
9. Five (5) working days in advance of the hearing, both parties shall have the right to preview a copy of all documents and exhibits that will be offered in evidence of the hearing.
10. Only Panel members, the evaluatee, evaluator, legal counsel, and the employee's chosen representative will be present at the hearing unless the evaluatee asks to have a public hearing.
11. All hearings will be confidential and will follow the written procedures of the Panel.
12. Pursuant to KRS 156.557 – Standards for Improving Performance of Certified School Personnel, and 704 KAR 3:345 – Evaluation Guidelines, any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

### **Procedures for Conducting a Certified Evaluation Appeals Hearing**

1. The hearing panel shall elect a chairperson to preside at the appeal hearing.
2. The chairperson will convene the hearing, review procedures, and clarify the panel's responsibilities.
3. The evaluatee and the evaluator shall both be present at the hearing.
4. The hearing shall be tape recorded by the chairperson of the Panel.
5. No additional written documents or exhibits are permitted to be presented at the hearing that were not submitted within five (5) working days of receipt of notification of the date and time of the hearing. (Panel members, evaluatee, and evaluator have been given the opportunity to review all written documents or exhibits to be considered five working days prior to the hearing day.)

6. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
7. The evaluator and evaluatee shall make arrangements to have their witnesses present to testify at the hearing. The Board/Appeals Panel does not have statutory authority to issue subpoenas for witnesses. Witnesses will be called one at a time and will not be allowed to observe the proceedings.
  - a) Witnesses shall be sworn by a person authorized to administer oaths under the statutory law of Kentucky.
  - b) Witnesses shall be interrogated on direct examination, cross-examination, redirect, examination, and recross- examination.
8. A tentative agenda will be presented to each party at the beginning of the hearing. Each party will be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal.
9. Panel members may ask questions during or after each presentation for clarification.
10. The certified employee and evaluator may make both opening and closing statements.
11. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials or information is not relevant to the appeal.
12. The certified employee and the evaluator will be dismissed in order for the Panel to deliberate.
13. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a) Upholding all parts of the original evaluation
  - b) Voiding the original evaluation or parts of it.
  - c) Ordering a new evaluation for the upcoming school year if evaluatee is an employee of the school district.
  - d) Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
14. Within two (2) working days after the conclusion of the appeal hearing, the appeals panel shall by a majority vote render a written decision. The chairperson of the Panel shall furnish to the evaluator, the evaluatee and the Superintendent a copy of the panel's finding of fact and decision.
15. The Superintendent shall act on the recommendation(s) of the Panel.
16. The Superintendent's decision, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
17. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

# Personnel Evaluation System

## Appendix A



## Appendix A: General Appendix for all Certified Employees

### **Roles and Definitions**

**Alternative Settings:** Specific certified roles may be identified as an alternative setting due to unique factors specific to that role, such as an in-school suspension teacher. Roles identified as alternative setting will be able to write organizational Student Growth Goals and participate in Work Place Visits (instead of observations).

**Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.

**Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.

**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.

**Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.

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

**District Certified Personnel:** Anyone who requires certification below the level of the superintendent and who is not a school level employee.

**Evaluatee:** A certified school personnel who is being evaluated.

**Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.

**Formative Evaluation:** Is defined by KRS 156.557(1)(a).

**Improvement Plan:** A plan for improvement up to twelve months in duration for:

- a. Teachers and other professionals who are rated ineffective in a performance measure.
- b. Principals who are rated ineffective in a performance measure.

**Job Category:** A group or class of certified school personnel positions with closely related functions.

**Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

**Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

**Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.

**Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals. Other professionals will include Media Specialists, Guidance Counselors, Speech Pathologists, School level instructional specialists/coaches, and any other certified school level staff below the district level.

**Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.

**Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated and are evidence under the four performance measures.

**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.

**Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

**Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

**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.

**Sources of Evidence:** The multiple measures used to support the professional practice of a certified staff member and contributes to the overall summative rating.

**Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.

**Summative Evaluation:** Is defined by KRS 156.557(1)(d).

**Summative Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.

**Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020, which includes but is not limited to interventionists, special education teachers, ELL teachers, and gifted teachers.

**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.

<b>PGES Implementation Timeline</b>		
<b>Month</b>	<b>Activities for TPGES &amp; OPGES</b>	<b>Activities for PPGES</b>
August	<ul style="list-style-type: none"> <li>• Sign Evaluation Orientation Verification after administrator reviews evaluation criteria and process (CEP).</li> </ul> <p>*Observations may begin after evaluation orientation has taken place and the administrator has completed district provided calibration.</p> <p>*3 year cycle (tenured teachers) will receive either a partial (year 1 and 2) or a full in year 3</p> <p>*1 year cycle (non-tenured teachers) will receive a full observation each semester</p>	<ul style="list-style-type: none"> <li>• Complete Evaluation Orientation training for all certified staff. (must occur by the 30<sup>th</sup> day of reporting) Ensure all certified staff have signed Evaluation Orientation form.</li> <li>• Complete district provided calibration training BEFORE conducting classroom observations for the purpose of evaluation.</li> </ul> <p>*Site visits from Superintendent/Designee may begin after orientation training. At least one site visit per semester will occur.</p>
September	<ul style="list-style-type: none"> <li>• Work on Self-Reflection</li> <li>• Work on Professional Growth Goal</li> <li>• Determine with supervisor what evidence of student growth is going to be used</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Self-Reflection</li> <li>• Work on Professional Growth Goal</li> <li>• Determine with supervisor evidence of student growth</li> <li>• Begin teacher observations</li> </ul>
October	<ul style="list-style-type: none"> <li>• Self-Reflection and Professional Growth Goal are due on October 1<sup>st</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Self-Reflection, Professional Growth Goal and Student Growth Goal will be reviewed during individual conferences with Superintendent/Designee</li> <li>• Continue teacher observations</li> </ul>
November	<ul style="list-style-type: none"> <li>• Collect evidence towards growth goals</li> </ul>	<ul style="list-style-type: none"> <li>• Collect evidence towards growth goals</li> <li>• Continue teacher observations</li> </ul>
December	<ul style="list-style-type: none"> <li>• Participate in mid-year conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Begin mid-year conferences (optional)</li> <li>• 1<sup>st</sup> Semester observations must be completed by December 15<sup>th</sup> (all 1 year cycle (non-tenured) must receive a full.</li> </ul>
January	<ul style="list-style-type: none"> <li>• Participate in mid-year conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Continue mid-year conferences (optional)</li> <li>• Begin 2<sup>nd</sup> semester observations</li> </ul>
February		<ul style="list-style-type: none"> <li>• Continue teacher observations</li> </ul>
March	<ul style="list-style-type: none"> <li>• Reflect on professional growth goal and student growth</li> </ul>	<ul style="list-style-type: none"> <li>• Continue teacher observations</li> <li>• Begin Summative Evaluations for all 1-year cycle (non-tenured) and 3-year cycle who are in their summative year.</li> </ul>
April	<ul style="list-style-type: none"> <li>• Review sources of evidence with administration</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Evaluation Forms for all certified staff in their summative year must be completed by April 30<sup>th</sup></li> </ul>
May		<ul style="list-style-type: none"> <li>• Summative Evaluation Forms for all certified staff in their summative are due to CO by May 1<sup>st</sup>.</li> </ul>
June		<ul style="list-style-type: none"> <li>• Summative Evaluations for Principals and AP's is due by June 15<sup>th</sup> to CO</li> </ul>
<p><b>*Evidence of student growth is monitored and evaluated by school administration. All TPGES, OPGES, and PPGES evaluatees are required to show evidence of student growth.</b></p>		





## Montgomery County Schools

### **Evaluation Orientation Verification**

I verify that I attended/participated in an evaluation orientation session during which the contents of the evaluation plan, including the following topics, were discussed:

- Four Performance Measures
- The Kentucky Framework for Teaching/Framework for Specialists/Principal Standards – PSEL /ISLLC Standards (based on role)
- Self-Reflection
- Procedure for Conducting Observations and Conferences
- Professional Growth Plan
- Student Growth Goal
- Appeals Process

Name of staff member (printed): \_\_\_\_\_

Signature of staff member: \_\_\_\_\_

Date: \_\_\_\_\_

# MONTGOMERY COUNTY SCHOOLS

## Individual Corrective Action Plan

*The Individual Corrective Action Plan is developed when an evaluatee receives "unsatisfactory" or "needs improvement" rating(s) on the Summative Evaluation or at any time an immediate change in behavior, practice or performance is needed.*

Name \_\_\_\_\_

School Year \_\_\_\_\_

Work Site \_\_\_\_\_

Date \_\_\_\_\_

Standard No.	Present Stage	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments:

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Evaluator's Comments:

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Individual Corrective Action Plan Developed:	Status:    Achieved _____    Revised _____    Continued _____
_____ (Evaluatee's Signature) _____ (Date)	_____ Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

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

# Instructions for Completing the Individual Corrective Action Plan

*This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to a “Needs Improvement or Unsatisfactory” rating on any one Standard or more from the Summative Evaluation or at any time an immediate change in behavior, practice or performance is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.*

## **1. Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has a “does- not-meet” rating assigned.

## **2. Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

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

## **3. Growth/Objective(s) Goals**

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

## **4. Procedures and Activities for Achieving Goal(s) and Objective(s)**

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

## **5. Appraisal Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

## **6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

## Stages of Development Related to Outcomes and Professional Development

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
<p><b>1. Orientation/Awareness</b></p> <p><b>Stage</b> at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.</p>	<ul style="list-style-type: none"> <li>◆ Be able to describe the general characteristics of the program and the requirements for use.</li> <li>◆ Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school.</li> <li>◆ Be able to identify the knowledge/skills needed for program implementation.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide information on key concepts.</li> <li>◆ Address personal concerns.</li> <li>◆ Present exemplars and non-exemplars.</li> <li>◆ Define competencies and requirements to implement program.</li> <li>◆ Provide opportunities for exploration.</li> </ul>
<p><b>2. Preparation/ Application</b></p> <p><b>Stage</b> at which practitioners develop the skills and processes to begin program implementation.</p>	<ul style="list-style-type: none"> <li>◆ Develop the knowledge and skills needed for initial implementation of the program.</li> <li>◆ Identify the logistical requirements, necessary resources, and training for initial use of the programs.</li> <li>◆ Analyze existing resources to determine resources which need to be ordered.</li> <li>◆ Organize activities, events, and resources for initial use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Model skills and processes.</li> <li>◆ Simulate tasks and processes.</li> <li>◆ Provide coaching and feedback.</li> <li>◆ Observation of exemplary programs.</li> </ul>

<p><b>3. Implementation/ Management</b></p> <p><b>Stage</b> at which practitioners learn to master the required tasks for implementation of the program in their workplace.</p>	<ul style="list-style-type: none"> <li>◆ Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program.</li> <li>◆ Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student.</li> <li>◆ Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues.</li> <li>◆ Develop a knowledge of long-term requirements for the use of the program.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Mentoring</li> <li>◆ Technical Assistance</li> <li>◆ Coaching</li> <li>◆ Networking of Resources</li> <li>◆ Visitations of successful programs in operation</li> </ul>
<p><b>4. Refinement/Impact</b></p> <p>Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.</p>	<ul style="list-style-type: none"> <li>◆ Analyze cognitive and affective effects of program on students.</li> <li>◆ Develop immediate and long-range plans which address possible needed changes in the program to enhance student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Networking with consultants and other practitioners operating at impact stage.</li> <li>◆ Regional and national sharing conferences</li> <li>◆ Serving as training facilitators to other programs.</li> </ul>

**Professional Growth Plan Stages:**

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management



# **Personnel Evaluation System**

## **Appendix B**

### **Forms for Teachers and Other Professionals**



# Montgomery County Schools

## Self-Reflection for Teachers



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

School Year: \_\_\_\_\_

Component	Rating				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	





# Montgomery County Schools

## Self-Reflection for Teachers (continued)

3B – 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	

# Montgomery County Schools

## Self-Reflection for Other Professionals – Instructional Coaches



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

School Year: \_\_\_\_\_

Component	Rating				Rationale:
	I	D	A	E	
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 goal for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F – Developing a plan to evaluate the instructional support program	I	D	A	E	
2A – Creating an environment of trust and respect	I	D	A	E	
2B – Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C – Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D – Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E – Organizing physical space for workshops or training	I	D	A	E	
3A – Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B – Using Questioning with Research Techniques	I	D	A	E	

# Montgomery County Schools

## Self-Reflection for Other Professionals– Instructional Coaches (continued)



Component	Rating				Rationale:
3C – Sharing expertise with staff	I	D	A	E	
3D – Locating resources for teachers to support instructional improvement	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	
4B – Preparing and submitting budgets and reports	I	D	A	E	
4C – Coordinating work with other instructional specialists	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing professionalism including integrity and confidentiality	I	D	A	E	

# Montgomery County Schools

## Self-Reflection for Other Professionals – Therapeutic Specialist



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

School Year: \_\_\_\_\_

Component	Rating				Rationale:
	I	D	A	E	
1A - Demonstrating Knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C – Demonstrating knowledge of district, state and federal regulations and guidelines	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F – Developing a plan to evaluate the therapy program	I	D	A	E	
2A – Establishing rapport with students	I	D	A	E	
2B – Organizing time effectively	I	D	A	E	
2C – Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D – Establishing standards of conduct in the treatment center	I	D	A	E	
2E – Organizing physical space for testing of students and providing therapy	I	D	A	E	

# Montgomery County Schools

## Self-Reflection for Other Professionals – Therapeutic Specialist



Component	Rating				Rationale:
3A – Responding to referrals and evaluating student needs	I	D	A	E	
3B – Developing and implementing treatment plans to maximize student success	I	D	A	E	
3C – Communicating with families	I	D	A	E	
3D – Collecting information; writing reports	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
4A – Reflecting on practice	I	D	A	E	
4B – Collaborating with teachers and administrators	I	D	A	E	
4C – Maintaining an effective data management system	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Engaging in professional development	I	D	A	E	
4F – Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

# Self-Reflection for Other Professionals - Media Specialists



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

School Year: \_\_\_\_\_

Component	Rating				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C – Supporting Instructional Goals	I	D	A	E	
1D – Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E – Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F – Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A – Creating an Environment of 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 with Research Techniques	I	D	A	E	

Montgomery County Schools  
 Self-Reflection for Other Professionals - Media  
 Specialists (continued)



Component	Rating				Rationale:
3C – Engaging Students in Learning	I	D	A	E	
3D – Assessment in Instruction (Whole class, One-on-One and Small Group)	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	
4B – Maintaining Accurate Records	I	D	A	E	
4C – Communicating with School Staff and Community	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Growing and Developing Professionally	I	D	A	E	
4F – Collection Development and Maintenance	I	D	A	E	
4G – Managing the Library Budget	I	D	A	E	
4H – Managing Personnel	I	D	A	E	
4I – Professional Ethics	I	D	A	E	

# Montgomery County Schools

## Self-Reflection for Other Professionals – Guidance Counselors



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

School Year: \_\_\_\_\_

Component	Rating				Rationale:
	I	D	A	E	
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 – Developing a Plan to Evaluate the Counseling Program	I	D	A	E	
2A – Creating an Environment of Respect and Rapport	I	D	A	E	
2B – Establishing a Culture for Productive 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	



Montgomery County Schools  
 Self-Reflection for Other Professionals – Guidance  
 Counselors (continued)



Components	Rating				Rationale:
3A – Assessing Student Needs	I	D	A	E	
3B – Assisting Students and Teachers in the Formulation of Academic, Personal, Social, and Career Plans based on Knowledge of Student Needs	I	D	A	E	
3C – Using Counseling Text Makes an Individual and Classroom Programs	I	D	A	E	
3D – Brokering Resources to Meet Needs	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
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	

Montgomery County Schools  
 Professional Growth Planning  
 Teachers & Other Professionals



<b>Name:</b>			
<b>School:</b>		<b>School Year:</b>	
<b>Professional Growth Goal(s):</b>			
Activities	Materials & Resources	Target Date of Completion	How will my practice change as a result of my learning?
<b>Demonstrable: Identify the documentation intended to demonstrate your professional growth.</b>			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection	
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	
<input type="checkbox"/> Other: (please specify)			
Teacher/OPGES Signature:			Date:
Administrator Signature:			Date:

Montgomery County Schools  
 Professional Growth Planning  
 Teachers & Other Professionals (continued)



<b>On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review-Optional)</b>		
Date:	Status of Professional Growth Goal:	Revisions/Modifications:
Teacher/OPGES Signature:		Date:
Administrator Signature:		Date:

<b>Summative Reflection – Level of Attainment for Professional Growth Goal</b>	
Date:	End of Year Reflection:
<b>Next Steps:</b>	
Teacher/OPGES Signature:	Date:
Administrator Signature:	Date:

Montgomery County Schools  
 Student Growth Goal Setting  
 Teachers & Other Professionals  
 (Optional template)



**STUDENT GROWTH GOAL SETTING Template (Optional)**

<b>Teacher or Other Professional</b>	
<b>School</b>	
<b>Administrator</b>	
<b>School Year</b>	

<b>Initial Conference</b>	<b>Content</b> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level?</li> </ul>			
	<b>Context</b> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> </ul>			
	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>Attach supporting data.</li> </ul>			
	<b>Student Growth Goal Statement (SMART Goal)</b> <ul style="list-style-type: none"> <li>Growth Goal</li> </ul>			
	<b>Strategies for Improvement</b> <ul style="list-style-type: none"> <li>How will I help students attain this goal?</li> <li>Provide specific actions that will lead to goal attainment.</li> </ul>			
	Teacher Signature:	Date:	Administrator Signature:	Date:



<b>Mid-Course Review</b>	<b>Collaborative Mid-Course Data Review</b> <ul style="list-style-type: none"> <li>• What progress has been made?</li> <li>• Attach supporting data</li> </ul>			
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>• What adjustments need to be made to my strategies?</li> </ul>			
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Post-Conference</b>	<b>End-of-Year Data</b> <ul style="list-style-type: none"> <li>• What does the end of the year data show?</li> <li>• Attach data</li> </ul>			
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>• Overall, what worked, or what should be refined?</li> </ul>			
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>• How can I use these results to support my professional growth?</li> </ul>			
Teacher Signature:	Date:	Administrator Signature:	Date:	

\*Growth Goals for OPGES participants could be in the form of an Impact Goal if necessary.

# Montgomery County Schools - Pre-Observation Form

(To be completed by the teacher and observer for the pre-observation conference. This occurs within 1 to 5 instructional days prior to the observation. Pre-observation conferences should occur prior to all peer and full observations. They may occur prior to partial observation if either the teacher or observer request.)

_____	_____	_____
Teacher	Observer	Position
_____	_____	_____
School	Date	Time
_____	_____	_____
Content Area/Grades	No. Students w/IEPs	No. of Students
-----		

## Questions for Discussion:

What is your identified student learning target(s)?

To which part of your curriculum does this lesson relate?

How does this learning fit in the sequence of learning for this class?

Briefly describe the students in this class, including those with special needs.

How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? Provide any materials that the students will be using.

How will you differentiate instruction for individuals of groups of students?

How and when will you know whether the students have achieved the learning target(s)?

Is there anything that you would like me to specifically observe during the lesson?

_____	_____	_____	_____
Observee's Signature	Date	Observer's Signature	Date



# Montgomery County Schools

## Post Observation Form

<b>Evaluatee</b>	
<b>School</b>	
<b>Grade Level/Subject</b>	
<b>Observer</b>	
<b>Date of Conference(s)</b>	

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

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, 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?	



Montgomery County Schools  
Post Observation Form (Teacher)



Measure 1: Planning	Rating			
A: Knowledge of Content	E	A	D	I
B: Knowledge of Students	E	A	D	I
C: Selecting Instructional Outcomes	E	A	D	I
D: Knowledge of Resources	E	A	D	I
E: Design Coherent Instruction	E	A	D	I
F: Student Assessment	E	A	D	I

Measure 2: Environment	Rating			
A: Creating an Environment of Respect and Rapport	E	A	D	I
B: Establishing a Culture for Learning	E	A	D	I
C: Managing Classroom Procedures	E	A	D	I
D: Managing Student Behavior	E	A	D	I
E: Organizing Physical Space	E	A	D	I

Measure 3: Instruction	Rating			
A: Communicating with Students	E	A	D	I
B: Using Questioning and Discussion Techniques	E	A	D	I
C: Engaging Students in Learning	E	A	D	I
D: Using Assessment in Instruction	E	A	D	I
E: Demonstrating Flexibility	E	A	D	I

Measure 4: Professionalism	Rating			
A: Reflects on Teaching	E	A	D	I
B: Maintaining Accurate Records	E	A	D	I
C: Communicating with Families	E	A	D	I
D: Participating in Professional Learning Communities	E	A	D	I
E: Growing & Developing Professionally	E	A	D	I
F: Demonstrating Professionalism	E	A	D	I

Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

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

Montgomery County Schools  
Post Observation Form (Therapeutic Specialist)



Measure 1: Planning	Rating			
A: Knowledge and skill in the specialist therapy area holding the relevant certificate or license	E	A	D	I
B: Establishing goals for the therapy program appropriate to the setting and the students served	E	A	D	I
C: Demonstrating knowledge of district, state and federal regulations and guidelines	E	A	D	I
D: Demonstrating knowledge of resources both within and beyond the school and district	E	A	D	I
E: Planning the therapy program integrated with the regular school program to meet the needs of individual students	E	A	D	I
F: Developing a plan to evaluate the therapy program	E	A	D	I

Measure 2: Environment	Rating			
A: Establishing rapport with students	E	A	D	I
B: Organizing time effectively	E	A	D	I
C: Establishing and maintaining clear procedures for referrals	E	A	D	I
D: Establishing standards of conduct in the treatment center	E	A	D	I
E: Organizing physical space for testing of students and providing therapy	E	A	D	I

Measure 3: Instruction	Rating			
A: Responding to referrals and evaluating student needs	E	A	D	I
B: Developing and implementing treatment plans to maximize student success	E	A	D	I
C: Communicating with families	E	A	D	I
D: Collecting information; writing reports	E	A	D	I
E: Demonstrating flexibility and responsiveness	E	A	D	I

Measure 4: Professionalism	Rating			
A: Reflecting on practice	E	A	D	I
B: Collaborating with teachers and administrators	E	A	D	I
C: Maintaining an effective data management system	E	A	D	I
D: Participating in a professional community	E	A	D	I
E: Engaging in professional development	E	A	D	I
F: Showing professionalism including integrity advocacy and maintaining confidentiality	E	A	D	I

Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

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

Montgomery County Schools  
Post Observation Form (Media Specialist)



Measure 1: Planning	Rating			
A: Demonstrating Knowledge of Content Curriculum and Process	E	A	D	I
B: Demonstrating Knowledge of Students	E	A	D	I
C: Supporting Instructional Goals	E	A	D	I
D: Demonstrating Knowledge and Use of Resources	E	A	D	I
E: Demonstrating a Knowledge of Literature and Lifelong Learning	E	A	D	I
F: Collaborating in the Design of Instructional Experiences	E	A	D	I

Measure 2: Environment	Rating			
A: Creating an Environment of Respect and Rapport	E	A	D	I
B: Establishing a Culture for Learning	E	A	D	I
C: Managing Library Procedures	E	A	D	I
D: Managing Student Behavior	E	A	D	I
E: Organizing Physical Space	E	A	D	I

Measure 3: Instruction	Rating			
A: Communicating Clearly and Accurately	E	A	D	I
B: Using Questioning with Research Techniques	E	A	D	I
C: Engaging Students in Learning	E	A	D	I
D: Assessment in Instruction (Whole class, One-on-One and Small Group)	E	A	D	I
E: – Demonstrating Flexibility and Responsiveness	E	A	D	I

Measure 4: Professionalism	Rating			
A: Reflecting on Practice	E	A	D	I
B: Maintaining Accurate Records	E	A	D	I
C: Communicating with School Staff and Community	E	A	D	I
D: – Participating in a Professional Community	E	A	D	I
E: Growing and Developing Professionally	E	A	D	I
F: Collection Development and Maintenance	E	A	D	I
4G: Managing the Library Budget	I	D	A	E
4H: Managing Personnel	I	D	A	E
4I: Professional Ethics	I	D	A	E

Comments:

\_\_\_\_\_  
Evaluattee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

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

Montgomery County Schools  
Post Observation Form (Guidance Counselor)



Measure 1: Planning	Rating			
A: Demonstrating Knowledge of Counseling Theory and Techniques	E	A	D	I
B: Demonstrating Knowledge of Child and Adolescent Development	E	A	D	I
C: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	E	A	D	I
D: Demonstrating Knowledge of State and Federal Regulations and of Resources both within and Beyond the School and District	E	A	D	I
E: Plan in the Counseling Program Integrated with the Regular School Program	E	A	D	I
F: Developing a Plan to Evaluate the Counseling Program	E	A	D	I

Measure 2: Environment	Rating			
A: Creating an Environment of Respect and Rapport	E	A	D	I
B: Establishing a Culture for Productive Communication	E	A	D	I
C: Managing Routines and Procedures	E	A	D	I
D: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School	E	A	D	I
E: Organizing Physical Space	E	A	D	I

Measure 3: Instruction	Rating			
A: Assessing Student Needs	E	A	D	I
B: Assisting Students and Teachers in the Formulation of Academic, Personal, Social, and Career Plans based on Knowledge of Student Needs	E	A	D	I
C: Using Counseling Text Makes an Individual and Classroom Programs	E	A	D	I
D: Brokering Resources to Meet Needs	E	A	D	I
E: Engaging in Professional Development	E	A	D	I

Measure 4: Professionalism	Rating			
A: Reflecting on Practice	E	A	D	I
B: Maintaining Records and Submitting them in a Timely Fashion	E	A	D	I
C: Communicating with Families	E	A	D	I
D: Participating in a Professional Community	E	A	D	I
E: Engaging in Professional Development	E	A	D	I
F: Showing Professionalism	E	A	D	I

Comments:

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date


\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date


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

# Montgomery County Schools - Summative Evaluation Form for Teachers

Evaluatee:	Evaluator:	School:	<input type="checkbox"/> 3 year cycle <input type="checkbox"/> 1 year cycle
Grade Level/Subject:	Observation Dates:		

Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism	
1A - Knowledge of Content and Pedagogy E A D I	2A - Creating an Environment of Respect and Rapport E A D I	3A - Communicating with Students E A D I	4A- Reflects on Teaching E A D I	
1B - Knowledge of Students E A D I	2B - Establishing a Culture of Learning E A D I	3B - Questioning and Discussion Techniques E A D I	4B –Maintaining Accurate Records E A D I	
1C - Setting Instructional Outcomes E A D I	2C - Managing Classroom Procedures E A D I	3C - Engaging Students in Learning E A D I	4C - Communicating with Families E A D I	
1D - Demonstrated Knowledge of Resources E A D I	2D - Managing Student Behavior E A D I	3D - Using Assessment in Instruction E A D I	4D - Participating in a Professional Learning Community E A D I	
1E - Designing Coherent Instruction E A D I	2E - Organizing Physical Space E A D I	3E - Demonstrating Flexibility and Responsiveness E A D I	4E - Growing and Developing Professionally E A D I	
1F -Designing Student Assessment E A D I			4F - Demonstrating Professionalism E A D I	
<b>Measure 1</b> <input type="checkbox"/> Exemplary <input type="checkbox"/> Accomplished <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	<b>Measure 2</b> <input type="checkbox"/> Exemplary <input type="checkbox"/> Accomplished <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	<b>Measure 3</b> <input type="checkbox"/> Exemplary <input type="checkbox"/> Accomplished <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	<b>Measure 4</b> <input type="checkbox"/> Exemplary <input type="checkbox"/> Accomplished <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective	<b>Overall Rating</b>  <input type="checkbox"/> Exemplary <input type="checkbox"/> Accomplished <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective
*Any Measure with a rating of “ineffective” requires the development of a Corrective Action Plan			If measures 2 & 3 are rated “I”	Prof. Practice shall be “I”
<input type="checkbox"/> I agree with the above evaluation	<input type="checkbox"/> I disagree with the above evaluation, because		If measures 2 or 3 are rated “I” and all others are at least “D”	Prof. Practice shall be “D” or “I”
			If measures 1 or 4 are rated “I”	Prof. Practice shall NOT be “E”
			If 2 measures are rated “D” & 2 are rated “A”	Prof. Practice shall be “D” or “A”
			If 2 measures are rated “D” & 2 are rated “E”	Prof. Practice shall be “D” or “A”
			If 2 measures are rated “A” and 2 are rated “E”	Prof. Practice shall be “A” or “E”
Evaluatee Signature:	Date:	Evaluator Signature:	Date:	

**MONTGOMERY COUNTY LIBRARY MEDIA SPECIALISTS SUMMATIVE EVALUATION FORM**

<b>Measure 1-Planning</b>	<b>Measure 2-Environment</b>	<b>Measure 3-Delivery of Service</b>	<b>Measure 4-Professionalism</b>	 <p align="center"><b>Overall SUMMATIVE Rating</b></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	
<i>1.B - Knowledge of Students</i> I D A E	<i>2.B - Culture for Learning</i> I D A E	<i>3.B - Questioning and Research</i> I D A E	<i>4.B - Maintaining Records</i> I D A E	
<i>1.C - Supporting Instructional Goals</i> I D A E	<i>2.C - Managing Procedures</i> I D A E	<i>3.C - Engaging Students in Learning</i> I D A E	<i>4.C - Communicating with Staff</i> I D A E	
<i>1.D - Knowledge of Resources</i> I D A E	<i>2.D - Managing Student Behavior</i> I D A E	<i>3.D - Assessment in Instruction</i> I D A E	<i>4.D - Professional Community</i> I D A E	
<i>1.E - Literature and Learning</i> I D A E	<i>2.E - Organizing Physical Space</i> I D A E	<i>3.E - Flexibility and Responsiveness</i> I D A E	<i>4.E - Growing and Developing Professionally</i> I D A E	
<i>1.F - Design of Instruction</i> I D A E			<i>4.F - Collection Development</i> I D A E	
			<i>4.G - Managing Budget</i> I D A E	
			<i>4.H - Managing Personnel</i> I D A E	
			<i>4.I - Professional Ethics</i> I D A E	


I agree with the above evaluation.

I disagree with the above evaluation

**I- Ineffective D- Developing A- Accomplished E- Exemplary**

<b>Evaluator Comments:</b>  Evaluator Signature:  Date:	<b>Evaluatee Comments:</b>  Evaluatee Signature:  Date:	If measures 2 & 3 are rated "I" Prof. Practice shall be "I" If measures 2 or 3 are rated "I" Prof. Practice shall be "D" or "I" If measures 1 or 4 are rated "I" Prof. practice shall NOT be "E" If 2 measures are rated "D" and 2 are rated "A" Prof. Practice shall be "D" or "A" If 2 measures are rated "D" and 2 are rated "E" Prof. Practice shall be "D" or "A" If 2 measures are rated "A" & 2 measures are rated "E" Prof. Practice shall be "A" or "E"
		<p><i>*Any Measure Rating of "Ineffective" requires the development of an Individual Corrective Action Plan.</i></p>

**MONTGOMERY COUNTY THERAPEUTIC SPECIALIST SUMMATIVE EVALUATION FORM**

<b>Measure 1-Planning</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 2-Environment</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 3-Delivery of Service</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 4-Professionalism</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	 <p><b>Overall Summative Rating</b></p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
<i>1.A- Knowledge and Skill of Therapy Area</i> I D A E	<i>2.A - Rapport with Students</i> I D A E	<i>3.A - Evaluating Student Needs</i> I D A E	<i>4.A - Reflects on Practice</i> I D A E	
<i>1.B- Establishing Goals</i> I D A E	<i>2.B - Organizing Time</i> I D A E	<i>3.B - Implementing Treatment Plans</i> I D A E	<i>4.B - Collaborating with Staff</i> I D A E	
<i>1.C- Knowledge of Regulations</i> I D A E	<i>2.C - Managing Referral Procedures</i> I D A E	<i>3.C - Communicating with Families</i> I D A E	<i>4.C - Effective Data Management</i> I D A E	
<i>1.D - Knowledge of Resources</i> I D A E	<i>2.D - Standards of Conduct</i> I D A E	<i>3.D - Collecting Information</i> I D A E	<i>4.D - Participating in a Professional Learning Community</i> I D A E	
<i>1.E- Integrating Therapy Program</i> I D A E	<i>2.E - Organizing Physical Space</i> I D A E	<i>3.E - Demonstrating Flexibility and Responsiveness</i> I D A E	<i>4.E - Engaging in Professional Development</i> I D A E	
<i>1.F - Evaluating the Therapy Program</i> I D A E			<i>4.F - Showing Professionalism</i> I D A E	

I agree with the above evaluation.


I disagree with the above evaluation

I- Ineffective D- Developing A- Accomplished E- Exemplary

<b>Evaluator Comments:</b>	<b>Evaluatee Comments:</b>	If measures 2 & 3 are rated "I" Prof. Practice shall be "I" If measures 2 or 3 are rated "I" Prof. practice shall be "D" or "I" If measures 1 or 4 are rated "I" Prof. practice shall NOT be "E" If 2 measures are rated "D" and 2 are rated "A" Prof. Practice shall be "D" or "A" If 2 measures are rated "D" and 2 are rated "E" Prof. Practice shall be "D" or "A" If 2 measures are rated "A" & 2 measures are rated "E" Prof. Practice shall be "A" or "E" *Any Measure Rating of "Ineffective" requires the development of an Individual Corrective Action Plan.
Evaluator Signature:	Evaluatee Signature:	
Date:	Date:	

**MONTGOMERY COUNTY INSTRUCTIONAL SPECIALIST SUMMATIVE EVALUATION FORM**

*School Year:* \_\_\_\_\_ *Evaluatee Name:* \_\_\_\_\_ *Content/Grade:* \_\_\_\_\_ *School/Location:* \_\_\_\_\_

<b>Measure 1-Planning</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 2-Environment</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 3-Delivery of Service</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 4-Professionalism</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	  <b>Overall Summative Rating</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
<i>1.A- Knowledge of Current Trends</i>  <i>I D A E</i>	<i>2.A - Environment of Trust and Respect</i>  <i>I D A E</i>	<i>3.A - Collaborating on Design of Units/Lessons</i>  <i>I D A E</i>	<i>4.A - Reflects on Practice</i>  <i>I D A E</i>	
<i>1.B- Knowledge of School Programs</i>  <i>I D A E</i>	<i>2.B - Culture of Instructional Improvement</i>  <i>I D A E</i>	<i>3.B - Engaging Teachers in Learning</i>  <i>I D A E</i>	<i>4.B -Preparing Budgets and Reports</i>  <i>I D A E</i>	
<i>1.C- Instructional Support Goals</i>  <i>I D A E</i>	<i>2.C - Clear Procedures</i>  <i>I D A E</i>	<i>3.C - Sharing Expertise</i>  <i>I D A E</i>	<i>4.C - Coordinating Work</i>  <i>I D A E</i>	
<i>1.D - Knowledge of Resources</i>  <i>I D A E</i>	<i>2.D - Norms of Behavior for Professional Interactions</i>  <i>I D A E</i>	<i>3.D - Locating Resources</i>  <i>I D A E</i>	<i>4.D - Participating in a Professional Learning Community</i>  <i>I D A E</i>	
<i>1.E- Integrating Instructional Support Program</i>  <i>I D A E</i>	<i>2.E - Organizing Physical Space</i>  <i>I D A E</i>	<i>3.E - Demonstrating Flexibility and Responsiveness</i>  <i>I D A E</i>	<i>4.E - Engaging in Professional Development</i>  <i>I D A E</i>	
<i>1.F - Evaluating the Instructional Support Program</i>  <i>I D A E</i>			<i>4.F - Showing Professionalism</i>  <i>I D A E</i>	


I agree with the above evaluation.       I disagree with the above evaluation for the following reasons:      **I- Ineffective D- Developing A- Accomplished E- Exemplary**

<b>Evaluator Comments:</b>	<b>Evaluatee Comments:</b>	If measures 2 & 3 are rated "I"      Prof. Practice shall be "I" If measures 2 or 3 are rated "I"      Prof. Practice shall be "D" or "I" If measures 1 or 4 are rated "I"      Prof. practice shall NOT be "E" If 2 measures are rated "D" and 2 are rated "A"      Prof. Practice shall be "D" or "A" If 2 measures are rated "D" and 2 are rated "E"      Prof. Practice shall be "D" or "A" If 2 measures are rated "A" & 2 measures are rated "E" Prof. Practice shall be "A" or "E" *Any Measure Rating of "Ineffective" requires the development of a CAP
		Evaluator Signature: _____ Date: _____
		Evaluatee Signature: _____ Date: _____



**MONTOGMERY COUNTY COUNSELORS SUMMATIVE EVALUATION FORM**

School Year: \_\_\_\_\_ Evaluatee Name: \_\_\_\_\_ Content/Grade: \_\_\_\_\_ School/Location: \_\_\_\_\_

<u>Measure 1-Planning</u>	<u>Measure 2-Environment</u>	<u>Measure 3-Delivery of Service</u>	<u>Measure 4-Professionalism</u>	  <b><u>Overall Summative Rating</u></b>  <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	
<b>1.A- Knowledge of Counseling</b>  I D A E	<b>2.A - Creating an Environment of Respect and Rapport</b>  I D A E	<b>3.A - Assessing Student Needs</b>  I D A E	<b>4.A - Reflects on Practice</b>  I D A E	
<b>1.B- Knowledge of Child Development</b>  I D A E	<b>2.B - Establishing a Culture for Productive Communication</b>  I D A E	<b>3.B - Academic, Personal, Social, and Career Plans</b>  I D A E	<b>4.B - Maintaining Records</b>  I D A E	
<b>1.C- Establishing Goals for Counseling</b>  I D A E	<b>2.C - Managing Routines and Procedures</b>  I D A E	<b>3.C - Counseling Techniques</b>  I D A E	<b>4.C - Communicating with Families</b>  I D A E	
<b>1.D - Knowledge of Regulations/ Resources</b>  I D A E	<b>2.D - Standards of Conduct/Contributing to Student Behavior</b>  I D A E	<b>3.D - Brokering Resources</b>  I D A E	<b>4.D - Participating in a Professional Learning Community</b>  I D A E	
<b>1.E- Integrating the Counseling Program</b>  I D A E	<b>2.E - Organizing Physical Space</b>  I D A E	<b>3.E - Demonstrating Flexibility and Responsiveness</b>  I D A E	<b>4.E - Engaging in Professional Development</b>  I D A E	
<b>1.F - Evaluating the Counseling Program</b>  I D A E			<b>4.F - Showing Professionalism</b>  I D A E	

I agree with the above evaluation.     I disagree with the above evaluation for the following reasons:    **I- Ineffective D- Developing A- Accomplished E- Exemplary**

<b>Evaluator Comments:</b>	<b>Evaluatee Comments:</b>	If measures 2 & 3 are rated "I"    Prof. Practice shall be "I" If measures 2 or 3 are rated "I"    Prof. Practice shall be "D" or "I" If measures 1 or 4 are rated "I"    Prof. practice shall NOT be "E" If 2 measures are rated "D" and 2 are rated "A"    Prof. Practice shall be "D" or "A" If 2 measures are rated "D" and 2 are rated "E"    Prof. Practice shall be "D" or "A" If 2 measures are rated "A" & 2 measures are rated "E" Prof. Practice shall be "A" or "E" *Any Measure Rating of "Ineffective" requires the development of a CAP	
Evaluator Signature: Date:		Evaluatee Signature: Date:	

# **Personnel Evaluation System**

## **Appendix C**

### **Forms for Principals And Assistant Principals**



**Montgomery County Schools  
Principal Self-Reflection and  
Professional Growth Goals Template**



<b>Principal</b>	
<b>School</b>	
<b>School Year</b>	

**Self-Reflection**

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

Standard	Self-Assessment				Strengths and areas for growth
	I	D	A	E	
<b>1. Mission, Vision, and Core Values</b> <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
<b>2. Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>3. Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>4. Curriculum, Instruction, and Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>5. Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
<b>6. Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	

<b>7. Professional Community for Teachers and Staff</b> <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>8. Meaningful Engagement of Families and Community</b> <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>9. Operations and Management</b> <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>10. School Improvement</b> <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	

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

# **Student Growth Goals**

## **Local Student Growth**

<b>Local Student Growth Goal Statement</b> <i>(Based on School Need)</i>		
<b>Process or Rubric for Determining High, Expected or Low Growth</b>		
<b>Principal's Student Growth Plan</b>  <i>This plan will outline what the <b>principal</b> will do to impact the student growth goal.</i>  <i>(Should be different than the school CSIP plan strategies/actions)</i>		
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

## Working Conditions Goal – Impact Kentucky

### Target Question(s) from Impact Kentucky Results:

Following a review of Impact Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

### Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

### Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish and measured using IMPACT Kentucky and/or other locally determined surveys.

### Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
Below established baseline	Below 10% of WC Growth Goal without going below the established baseline	Meets WC Growth Goal within 10% or 80%-90% staff agreement on identified role	Above WC Growth Goal or 90% or above staff agreement on identified goal

<b>Working Conditions Goal Action Plan</b>			
<b>Working Conditions</b> What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	<b>Strategies/Actions</b> What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

**Other Information on which to Reflect**

**Survey Results**  VAL-ED 360  Other: \_\_\_\_\_

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

**Questions to Consider:**

- What did teachers/staff perceive as major strengths?
- What did teachers/staff perceive as major weaknesses?
- List factors that might have influenced the results.

**Other Data**  Student Achievement Data  Non-Academic Data  Supervisor Feedback  
 Other

Data Selected	Results

**Questions to Consider:**

How does the additional data inform your decision about your learning needs?

## **Professional Growth Goal**

**1) Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>			
<b>Connection to Standards</b>			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
<b>Action Plan</b>			
<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?
Administrator's Signature:		Date:	
Superintendent's Signature:		Date:	

**2) On-going Reflection:** Complete this section at mid-year to identify progress toward each:

- Student Growth
- Working Conditions
- Professional Growth Goal

<b>Principal Growth Goals-Review</b>			
(Describe goal progress and other relevant data.)		Mid-year review conducted on _____ Initials _____	
		Principal's Signature	
<b>Date</b>	<b>Status of Growth Goal(s) –</b>	<b>Revisions/Modifications of Strategies or Action Plans</b>	
	Student Growth Goal -		
	Working Conditions Goal -		
	Professional Growth Goal -		
Administrator's Signature:		Date:	
Superintendent's Signature:		Date:	



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

<b>Date:</b>	<b>End of Year Student Growth Reflection:</b>	
<b>End-of-Year Data Results</b> (Accomplishments at the end of year.)	<input type="checkbox"/> Data attached	
<b>Date:</b>		
<b>Date:</b>	<b>End of Year Professional Growth Reflection:</b>	
<b>Next Steps:</b>		
<b>Administrator's Signature:</b>	<b>Date:</b>	
<b>Superintendent's Signature:</b>	<b>Date:</b>	

**Montgomery County Schools**  
**Assistant Principal Self-Reflection and**  
**Professional Growth Goals Template**



<b>Assistant Principal</b>	
<b>School</b>	
<b>School Year</b>	

**Self-Reflection**

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

<b>Standard</b>	<b>Self-Assessment</b>				<b>Strengths and areas for growth</b>
<b>1. Mission, Vision, and Core Values</b> <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
<b>2. Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>3. Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>4. Curriculum, Instruction, and Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>5. Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
<b>6. Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	

<p><b>7. Professional Community for Teachers and Staff</b>  <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i></p>	I	D	A	E	
<p><b>8. Meaningful Engagement of Families and Community</b>  <i>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></p>	I	D	A	E	
<p><b>9. Operations and Management</b>  <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i></p>	I	D	A	E	
<p><b>10. School Improvement</b>  <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i></p>	I	D	A	E	

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

# Professional Growth Goal

1) **Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my practices that will effectively impact student learning?</li> <li>How can I develop a plan of action to address my professional learning?</li> <li>How will I know if I accomplished my objective?</li> </ul>			
<b>Connection to Standards</b>			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
<b>Action Plan</b>			
<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?
Assistant Principal's Signature:		Date:	
Principal's Signature:		Date:	

2) **On-going Reflection:** Complete this section at mid-year to identify progress toward:

- Professional Growth Goal

<b>Assistant Principal Growth Goals-Review</b>			
(Describe goal progress and other relevant data.)		Mid-year review conducted on _____ Initials _____	
		Principal's Signature	
<b>Date</b>	<b>Status of Growth Goal(s) -</b>	<b>Revisions/Modifications of Strategies or Action Plans</b>	
	Professional Growth Goal –		
Assistant Principal's Signature:		Date:	
Principal's Signature:		Date:	

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

<b>Date:</b>	<b>End of Year Professional Growth Reflection:</b>
<b>Next Steps:</b>	
<b>Assistant Principal's Signature:</b>	<b>Date:</b>
<b>Principal's Signature:</b>	<b>Date:</b>

# Montgomery County Schools



## Site Visit Form

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**Year:** \_\_\_\_\_

**Evaluatee:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## Performance Measure: Planning

### 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.

### 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

### 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

- Please give examples of ways you have helped your teachers and staff to become more effective this year.
- Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?
- How do you foster an atmosphere of professional learning among staff?
- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?
- Please explain the ways in which you have demonstrated proactive decision-making this year.
- Please provide an example of how you have been able to maximize your available resources.
- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

### Comments:

## Performance Measure: Environment

### 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.

### 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.

#### Suggested Guiding Questions/Prompts:

- Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
- What are the strategies you use to nurture and sustain a climate of trust in your school?
- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- What are the internal and external factors that you perceive are affecting your school?
- How have you strived this year to make the school environment more academically rigorous? Please describe how you promote the success of all students through communication.
- How do you engage in open dialogue with multiple stakeholders from the larger school community?
- How do you involve parents and families in student learning?
- How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

#### **Comments:**



## Performance Measure: Instruction

### 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.

### 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.

### 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.

#### Suggested Guiding Questions/Prompts:

- Please describe any innovative and effective leadership strategies that you have used this year.
- What opportunities have you created this year for collaboration among teachers?
- How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?
- How do you monitor teachers' performance and provide constructive feedback to them?
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- How do you involve the expertise of teacher leaders?

#### **Comments:**

## Performance Measure: Professionalism

### 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.

### 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.

#### Suggested Guiding Questions/Prompts:

- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
- How do you communicate professional beliefs and values to all stakeholders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style?
- In what ways do you take an active role in professional organizations?

#### **Comments:**

## Support Dialogue Form *(optional)*

*Directions: Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.*

**What is the area of targeted support?**

**What are some of the issues in the area that are causing difficulty?**

**What strategies have you already tried and what was the result?**

**What new strategies or resources might facilitate improvement in this area?**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Principal/Assistant Principal Summative Evaluation Document



**Principal:**

**School Year(s):**

**School:**

**Performance Measure : Instruction**

Standard 4 – Curriculum, Instruction, and Assessment;

Standard 5 – Community of Care and Support for Students;

Standard 6 – Professional Capacity of School Personne)

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	Comments:	Comments:	Comments:

**Performance Measure: Environment**

Standard 3 – Equity and Cultural Responsiveness;

Standard 7 – Professional Community for Teachers and Staff

<p align="center"><b>Exemplary</b></p> <p align="center">In addition to meeting the requirements for Accomplished...</p>	<p align="center"><b>Accomplished</b></p> <p align="center">is the expected level of performance.</p>	<p align="center"><b>Developing</b></p>	<p align="center"><b>Ineffective</b></p>
<p>The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</p> <p>The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.</p>	<p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>	<p>The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</p> <p>The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with stakeholders.</p>	<p>The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</p> <p>The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.</p>
<p align="center">☐</p> <p>Comments:</p>	<p align="center">☐</p> <p>Comments:</p>	<p align="center">☐</p> <p>Comments:</p>	<p align="center">☐</p> <p>Comments:</p>

### Performance Measure: Planning

Standard 1 – Mission, Vision, and Core Values;  
 Standard 9 – Operations and Management  
 Standard 10 – School Improvement

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
<p>The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).</p> <p>The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</p>	<p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>	<p>The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</p> <p>The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</p> <p>The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.</p>
<input type="checkbox"/> Comments:	<input type="checkbox"/> Comments:	<input type="checkbox"/> Comments:	<input type="checkbox"/> Comments:

**Performance Measure: Professionalism**

Standard 2 – Ethics and Professional Norms;  
 Standard 8 – Meaningful Engagement of Families and Community

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
<p align="center">☐</p> Comments:	<p align="center">☐</p> Comments:	<p align="center">☐</p> Comments:	<p align="center">☐</p> Comments:





**Evaluation Summary**

- Recommended for continued employment
  
- Recommended for placement on a Corrective Action Plan  
(One or more standards are ineffective or two or more standards are developing.)
  
- Recommended for Dismissal/Non-Renewal  
(The principal/assistant principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school’s mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Improvement Goals:**

**Overall Evaluation Summary**

<b>Overall Evaluation Summary Criteria</b>			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective

\_\_\_\_\_  
Principal/Assistant Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator’s Signature

\_\_\_\_\_  
Date

\*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

*Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice.*

Required Sources of Evidence:

- Professional Growth and Self Reflection
- Site-Visits
- VAL-ED 360
- Working Conditions Goal
- Student Growth Goals
- Other district determined evidence sources

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice.

- |   |  |
|---|--|
| <input type="checkbox"/> Documentation                          | <input type="checkbox"/> Budgets   |
| <input type="checkbox"/> School Comprehensive Plan              | <input type="checkbox"/> EILA/Professional Learning experience documentation |
| <input type="checkbox"/> Discipline Reports                     | <input type="checkbox"/> Surveys   |
| <input type="checkbox"/> Teacher and Student Attendance Reports | <input type="checkbox"/> Professional Organization memberships               |
| <input type="checkbox"/> Parent Communications                  | <input type="checkbox"/> Community engagement events documentation           |
| <input type="checkbox"/> SBDM Minutes                           | <input type="checkbox"/> School schedules                                    |
| <input type="checkbox"/> Faculty Meeting Agendas and Minutes    | <input type="checkbox"/> Electronic correspondence                           |
| <input type="checkbox"/> PLC Agendas and Minutes                | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Leadership Team Agendas and Minutes    |  |
| <input type="checkbox"/> Walk-through documentation             |  |

# **Personnel Evaluation System**

## **Appendix D**

### **Forms for District Certified Personnel**



# MONTGOMERY COUNTY SCHOOLS

## Individual Professional Growth Plan for District Certified Personnel

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

Identified School/District Improvement Plan Goal and/or Objective:

---

Present Professional Development Stage	Growth Goal(s)/Objective(s) <small>(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)</small>	Procedures and Activities for achieving Goal(s)/Objective(s)	Expected Impact	Target Dates for Completion/Review

Employee's Comments:

Supervisor's Comments:

<b>Individual Growth Plan Developed:</b>	
	<b>Annual Review: _____ Achieved; _____ Revised; _____ Continued</b>
_____ <small>(Employee's Signature)</small>	_____ <small>(Date)</small>
_____ <small>(Supervisor's Signature)</small>	_____ <small>(Date)</small>

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

## Instructions for Completing the INDIVIDUAL PROFESSIONAL GROWTH PLAN

This is to be completed by the employee with assistance from the immediate supervisor.

### 1. Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) (c) states, "The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

### 2. Present Professional Development (PD) Stage

(Select one of the following PD stages that matches your personal stage of growth.)

O/A = Orientation/Awareness

P/A = Preparation/Application

I/M = Implementation/Management

R/I = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

### 3. Growth Goal(s)/Objective(s)

Identify the specific goal(s) or objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s)/objective(s)?

### 4. Procedures and Activities for Achieving Goal(s) and Objective(s)

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague who has mastered the goal for objective; enrolling in a seminar; collaborating with other support personnel, etc.

Will participation in the identified activities assist you in accomplishing your identified goal(s)/objective(s)?

### 5. Expected Impact

Describe the Expected Impact in terms of improved student performance, change in teacher practice, or completion of finished product.

### 6. Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s)/objective(s)

## FORMATIVE EVALUATION INSTRUMENT FOR DISTRICT ADMINISTRATORS

Name of Evaluatee: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. Performance Measure - Planning

MANAGEMENT (ISLLC Standard 3):  
Ensures management of the organization, operations, and resources for a safe, efficient and effective learning environment.

- \_\_\_\_\_ Exemplary
- \_\_\_\_\_ Accomplished
- \_\_\_\_\_ Developing
- \_\_\_\_\_ Ineffective

### 2. Performance Measure – Environment

SCHOOL CULTURE AND LEARNING (ISLLC Standard 2):  
Advocates nurtures, and sustains a school culture and Instructional program conducive to student learning and staff professional growth.

- \_\_\_\_\_ Exemplary
- \_\_\_\_\_ Accomplished
- \_\_\_\_\_ Developing
- \_\_\_\_\_ Ineffective

COLLABORATION (ISLLC Standard 4):  
Collaboration with families and community members, responding to diverse community interests and needs and mobilizes community resources.

### 3. Performance Measure – Instruction

VISION (ISLLC Standard 1): Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.

- \_\_\_\_\_ Exemplary
- \_\_\_\_\_ Accomplished
- \_\_\_\_\_ Developing
- \_\_\_\_\_ Ineffective

### 3. Performance Measure – Professionalism

INTEGRITY, FAIRNESS, ETHICS (ISLLC Standard 5):  
Acts with integrity, fairness, and in an ethical manner.

- \_\_\_\_\_ Exemplary
- \_\_\_\_\_ Accomplished

POLITICAL, ECONOMIC, LEGAL (ISLLC Standard 6):  
Understands, responds to, and influences the larger Political, social, economic, legal, and cultural context.

- \_\_\_\_\_ Developing
- \_\_\_\_\_ Ineffective

Evaluatee's Comments:

Evaluator's Comments:

I am knowledgeable of the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

# MONTGOMERY COUNTY SCHOOLS

## Summative Evaluation Form (District Certified Personnel)

Employee \_\_\_\_\_ Date \_\_\_\_\_

School/Location \_\_\_\_\_

Position \_\_\_\_\_

**If applicable:**

Date(s) of Observations First \_\_\_\_\_ Second \_\_\_\_\_ Other \_\_\_\_\_

Date(s) of Conferences First \_\_\_\_\_ Second \_\_\_\_\_ Other \_\_\_\_\_

RATING SCALE:            E Exemplary    A Accomplished    D Developing    I Ineffective

	Performance Measure	E	A	D	I
1	Planning				
2	Environment				
3	Instruction				
4	Professionalism				

**Overall Evaluation Summary**

<b>Overall Evaluation Summary Criteria</b>			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective

Evaluator comments:

Employee comments:

\_\_\_\_\_ Agree with Summative evaluation  
 \_\_\_\_\_ Disagree with Summative evaluation

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Evaluator Signature

Professional Growth/Performance Objectives for upcoming school year:

- 1.
- 2.

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:370 Sections 11 and 12 and the local district*