



**2021-2022  
Certified and Classified  
Personnel  
Evaluation Plan**

**Paul M. Mullins - Superintendent**

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**Logan County Schools Certified Evaluation 50/50 Committee (2020-2022)**

Sarah Hatton (Administrator) Auburn	Sheila Cunningham (Teacher) Chandler's
Katina Kemplin (Administrator) Olmstead	Carrie Kelley (Teacher) LCHS
Contessa Orr (Administrator) District	Sarah Lawson (Teacher) Lewisburg
Kristina Rice (Administrator) Auburn	Tiffany Morgan (Teacher) Adairville
Lori Bouldin (Administrator) Adairville	Catherine Taylor (Teacher) Olmstead

**Logan County Schools 2020-2022 Appeals Committee Members**

David Dayton (Member)	Ryan Bailey (Alternate)
Catherine Taylor (Member)	Kerry Holloman (Alternate)
Contessa Orr (Administrative Representative)	Shannon Batchelor (Administrative Alternate)



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

	<b>Measure - Planning</b>	<b>Measure - Environment</b>	<b>Measure- Instruction</b>	<b>Measure - Professionalism</b>
<b>Teacher</b> - <a href="#">KY Framework for Teaching</a>	<i>Domain 1</i> Planning and Preparation	<i>Domain 2</i> Classroom Environment	<i>Domain 3</i> Instruction	<i>Domain 4</i> Professional Responsibilities
<b>Other Professional</b> - <a href="#">KY Frameworks for Teaching-Specialists</a>	<i>Domain 1</i> Planning and Preparation	<i>Domain 2</i> The Environment	<i>Domain 3</i> Delivery of Service	<i>Domain 4</i> Professional Responsibilities

**Professional Standards for Educational Leaders -  
Building and District Administrators**

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

#### 704 KAR 3:370 Definitions

(1) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(3) "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.

(4) "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

(5) "Conference" means 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.

(6) "Evaluatee" means the certified school personnel who is being evaluated.

(7) "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).

(8) "Evaluator" means the primary evaluator pursuant to KRS 156.557(5)(c)2.

(9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

(10) "Formative evaluation" is defined by KRS 156.557(1)(a).

(11) "Job category" means a group or class of certified school personnel positions with closely related functions.

(12) "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.

(13) "Observation" means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

(14) "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(15) "Peer observation" means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.

(16) "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).

(17) "Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.

(18) "Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

(19) "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

(20) "Principal" means 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 Title 16 KAR.

(21) "Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.

(22) "Summative evaluation" is defined by KRS 156.557(1)(d).

(23) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

(24) "Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

# ***The Kentucky Framework for Personnel Evaluation***

The Logan County Schools Certified Evaluation Plan utilizes the Kentucky Framework for Personnel Evaluation pursuant to KRS 156.577 and the requirements of 704 KAR 3:370 and includes the following performance measures:

- Planning
- Environment
- Instruction
- Professionalism

This Framework is designed to support student achievement and the professional practice of all certified employees. Employees will be evaluated according to their primary job assignment and the results will be reported on district-approved forms. All employees will receive annual training on the district evaluation process within the first 30 calendar days of reporting for employment.

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides 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 performance measures. Performance is rated for each measure according to four performance levels:

- Exemplary - consistently exceeds expectations for effective performance
- Accomplished - consistently meets expectations for effective performance
- Developing - inconsistently meets expectations for effective performance
- Ineffective - consistently fails to meet expectations for effective performance

The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each Performance Measures.

## **Sources of Evidence might include, but are not limited to, the following:**

- Professional Growth Plan and review documentation
- Observation feedback
- Self- assessment and reflection
- Assessment data
- Surveys
- Curriculum units
- Professional Development
- Student data records
- Student work
- Communication logs
- Analysis of student work samples
- Program Review documentation
- Lesson Plans
- Student pre, post, formative and/or summative course data
- Video lessons
- Progress monitoring data
- Records of PLC activities
- Results of collaborative or team activities
- Results of parent involvement activities
- Membership in professional organizations
- Other measures of student learning
- Other products of practice
- Other sources (e.g., surveys) approved by district/school administrators
- Site Visit

If evaluators require other products of practice, these sources of evidence should be made available to the evaluators in a timely manner upon request. These sources of evidence may be used to determine ratings for domains in the summative year. All sources of evidence must be delivered in an organized manner.

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties. For other sources of evidence, visit the following link:

<https://education.ky.gov/teachers/PGES/otherpages/Documents/Kentucky%20Adapted%20Danielson%20Framework%20for%20Teaching%20with%20PGES%20frameworks.pdf>

All components and sources of evidence related supporting an educator's overall summative rating will be completed and documented on district approved documents.

### **Assignment of Primary Evaluator**

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it to the district certified evaluation plan contact. Late hires, after September 1, will have a primary evaluator assigned within the first 30 days of employment.

### **Professional Growth Planning**

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

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with their administrator, teachers identify explicit goals, which drive the focus of professional growth activities, support, and ongoing reflection.

- All teachers and other professionals will complete the KY Framework for Teaching Self Assessment and participate in professional growth planning each year (See Table 1).
- Professional Growth Plans (PGP) will be developed and approved by **September 30** of each year. PGPs will be reviewed and discussed prior to closing day for faculty/staff. PGPs will align with the school/district improvement plans.
- Evaluators will track the completion of self-assessments and PGPs.
- Late hires will participate in professional growth planning within 30 instructional days of being hired.
- Teachers and other professionals who may have extraordinary circumstances (maternity, prolonged illness, etc.) that lead to several consecutive school days missed, the timeline for completing the professional growth plan may be adjusted during the school year or suspended to the next school year, as needed and as determined by the administration.
- The process for PGPs for other professionals will be the same as it is for teachers.

<b>Activity</b>	<b>Timeline</b>	<b>Teacher Role</b>	<b>Evaluator</b>
PGP Approval	By September 30	PGP submitted for Evaluator Review and Approval	Collaborative Partner and Approval
PGP Mid-Year Review (Optional)	By Jan. 31	Collaborative Review with Evaluator (Optional)	Collaborative Review/Revision Partner (Optional)
Final PGP Review	May 1 (for summative evaluations) By closing day for non-summative	Provide supporting evidence for PGP (Optional)	Discuss PGP with teacher/other professional

### **Observation**

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. The supervisor full summative observation will be used to document a summative rating. Peer observation 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, but evaluatee may request that evaluator use the peer observation documentation as evidence in their evaluation. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

### **Observation Model**

#### **Logan County School Model (3&1 model)**

The observation model will be a minimum of 3 mini observations + 1 full summative observation, with one of the mini observations being completed by the peer. Further details about the observation model are found in the next section, *Observation Schedule*. The peer and the full observation will be conducted in the summative year, with the full observation (full class or lesson) being conducted by the evaluator. The full observation is the final observation. The same model is used for other professionals.

#### **Non-tenured will follow the 3&1 model**

This model includes at minimum one full summative observation by the evaluator that is the final observation in the summative year and three mini observations with one being by the peer observer during the summative year.

#### **Tenured teachers will follow the 3&1 model**

This model includes at minimum one full summative observation by the evaluator and three mini observations over the three-year cycle. One of the mini observations will be by the peer observer and will occur in the summative year.



### **Other Professionals Observation Option**

- Other Professionals have the option to participate in the workplace/site-visit model rather than the traditional observation model, or a combination. This decision will be made in advance between the other professional, the observer, and the principal.
- With a workplace/site-visit, the observer may not actually see the other professional working with students, especially since some other professionals work in confidential situations.
- If the observation is in an office setting or meeting, then the observer scripts what is seen and heard.
- If an observer does not observe all domains (for other professional or teacher) during the visit, the observer may ask questions and collect evidence for other domains during the required post observation conference.
- It is possible for a component in a domain to be marked as “NA” if it is not observed or presented during the observation process.
- The same observation forms and pre/post conference forms are used and modified as needed by the other professional, the observer, and principal.

### **Late Hires or Significant Absence**

The district will reduce the minimum number of supervisor observations required during the summative evaluation cycle by waiving one supervisor mini observation for a teacher/other professional who is hired on or after the 60<sup>th</sup> instructional day of school, or a teacher/other professional who does not report for work for 60 or more consecutive school days. Anyone not meeting the criteria will adhere to the standing minimum requirements, but if there are extraordinary circumstances (maternity, we C illness, etc.) that lead to several consecutive school days missed, the timeline for observations may be adjusted during the current school year or suspended to the next school year, as needed and as determined by administration.

### **Observation Cycles**

- Observation cycles are outlined in Table 2 for certified teaching staff (non-tenure or selected tenure).
- Other professionals follow the same outline, but the workplace/site-visit model may be used, as outlined in the *Observation Model Section*.
- This outline details the minimum observation requirements. Additional observations may be completed by peers and/or administrators (administrators may include but not limited to: principals, assistant principals, superintendents, supervisors of instruction, special education directors, etc.).

<i>All NON-TENURE Teachers</i>				
<b>Observer</b>	<b>Observation Type</b>	<b>Observation Time</b>	<b>Documentation</b>	<b>Cycle Year(s)</b>
Evaluator	Mini	Minimum 20 Minutes	District Observation Form	Summative Year
Peer	Mini	Minimum 20 Minutes	District Observation Form	Summative Year
Evaluator	Mini	Minimum 20 Minutes	District Observation Form	Summative Year

Evaluator	Formal/ Full Summative	Entire Class Time/Entire Lesson	District Observation Summative Form -Provide copies to the teacher and District Personnel	Summative Year
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**Observation Cycle for Tenured Staff**

The observation cycle, at a minimum, will include:

1. Four observations in the three-year cycle, including a minimum of three observations conducted by the evaluator and one observation conducted by the peer (in the summative year).
2. The final annual observation will be conducted by the evaluator and will be a full observation.
3. For other professionals, a minimum of three site visits in the three-year cycle will be conducted.
4. All observations must be documented on District approved forms.

**Observation Cycle for Non-Tenured Staff**

The observation cycle, at a minimum, will include:

1. Four observations in the annual cycle, including a minimum of three observations conducted by the evaluator and one observation conducted by the peer.
  2. The formal annual observation will be conducted by the evaluator and will be a full observation.
  3. All observations must be documented on District approved forms.
- For tenured and non-tenured staff, observation data will be based on three mini observations of approximately 20-30 minutes each. Mini observations by evaluators may be announced or unannounced.
  - Observers will make note of the components observed in order to identify opportunities for growth or targets for instructional practice in the next mini observation session.

**Observation Schedule**

1. Observations may begin after the evaluation training takes place. This annual training for all staff (including late hires) must occur within the first 30 calendar days of reporting for employment.
2. For non-tenured staff, the mini observations (two evaluator observations and one peer observation) shall be conducted throughout the year, with at least one observation occurring by each date: October 15, December 15, and March 15. The full observation by the evaluator shall be conducted no later than May 1 (Table 3).
3. For tenured staff, observations shall occur according to the following schedule (Table 4):
  - a. Mini observation by the evaluator by March 15 in years one and two
  - b. Mini observation by the peer in year three by March 15
  - c. Formal observation by the evaluator in year three by May 1

<i>Observation Timeline for Non-Tenure</i>		
<b>Observer</b>	<b>Observation Type</b>	<b>Observation Timeline</b>
Evaluator	Mini	By October 15
Evaluator OR Peer	Mini	By December 15

Evaluator OR Peer*	Mini	By March 15
Evaluator	Full Summative	By May 1

\*If the peer observation is completed by December 15, then the evaluator must do a mini observation by March 15.

<i>Observation Timeline for Tenure</i>		
<b>Observer</b>	<b>Observation Type</b>	<b>Observation Timeline</b>
Evaluator	Mini/site visit	Year 1 by March 15
Evaluator	Mini/site visit	Year 2 by March 15
Peer	Mini/site visit	Year 3 Summative by March 15
Evaluator	Full Summative	Year 3 Summative by May 1

### **Peer Observation**

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless the observee provides written permission to share information. A peer observer is a trained certified school personnel.

- Evaluators will assign peers to trained peer observers by **October 30**.
- Other professionals, their peers, and their evaluators will decide if the traditional observation model, the workplace/site-visit model, or a combination is appropriate for the peer observation component.

<i>Peer Observation Requirements and Responsibilities</i>	
Observer Training Requirements	<ul style="list-style-type: none"> <li>• Complete the state approved platform once every three years.</li> <li>• Keep a personal copy of the certificate of completion.</li> <li>• Submit the certificate of completion to the principal.</li> </ul>
Observee Responsibility	<ul style="list-style-type: none"> <li>• Principal may assign an observee to a trained peer observer, or observee may select a peer observer from the principal provided list of trained peer observers.</li> </ul>

Observer Caseload	<ul style="list-style-type: none"> <li>Peer observers may have no more than two observees unless approved by the principal.</li> </ul>
Observer Responsibility	<ul style="list-style-type: none"> <li>Schedule and conduct pre-conference (written electronic or in-person).</li> <li>Schedule and conduct one mini-observation for each designated peer.</li> <li>Complete observation documentation &amp; forward to observee.</li> <li>Schedule and conduct post conference (written electronic or in-person).</li> <li>Complete Peer Observation Checklist and forward to principal.</li> </ul>
Principal Responsibility	<ul style="list-style-type: none"> <li>Provide peer observation training opportunities, as needed.</li> <li>Based on professional discretion, determine a pool of peers to serve as observers.</li> <li>Maintain peer observer caseload to ensure maximum of two observees per peer observer unless approval is granted by the principal.</li> <li>Maintain a copy of the peer observation certificates at the school level.</li> <li>Create and revise annually a schedule of trained peer observers on a three-year training cycle.</li> </ul>
District Responsibilities	<ul style="list-style-type: none"> <li>Ensure peer observation training opportunities.</li> </ul>

### **Observation Conferencing**

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

Teachers/other professionals follow the minimum guidelines for Observation Conferences in Table 6.

<i>Pre/Post Conference Expectations</i>				
<b>Observation Type</b>	<b>Resource (Appendix B/C)</b>	<b>Observer</b>	<b>Pre-Conference Conducted Prior to Observation</b> (By the day of the observation)	<b>Post-Conference Conducted Within 5 Working Days</b>

Mini	Pre/Post Conference Form (Optional)	Evaluator	<u>Evaluator Choice:</u> In-person or Written Electronic	In-person or Written Electronic (Required)
Mini	Pre/Post Conference Form (Optional)	Peer	<u>Peer Observer Choice:</u> In-person or Written Electronic	In-person or Written Electronic (Required)
Mini	Pre/Post Conference Form (Optional)	Evaluator	<u>Evaluator Choice:</u> In-person or Written Electronic	In-person or Written Electronic (Required)
Full Summative	Pre/Post Conference Form (Required)	Evaluator	<u>Evaluator Choice:</u> In-Person or Written Electronic	In-person or Written Electronic (Required)

- Pre-observation (conducted by the day of the observation) conferences for mini observations are optional for the evaluator and may be conducted electronically (email, etc.) or in person.
- Pre-observation conferences are required for full observations and shall be conducted electronically (email, etc.) or in person.
- Pre-observation and post-observation conferences are required for peer observations and shall be conducted electronically (email, etc.) or in person.
- Post-observation conferences for mini and full observations are required and shall occur within five working days of the date of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. The summative evaluation conference must be completed by **May 1.**
- It is the teacher or other professional's responsibility to schedule the pre/post conferences with the evaluator or peer observer, unless contacted by the evaluator/peer observer.
- For the workplace/site-visit model that may be used for observations with other professionals, the same pre/post conferences requirements and process apply.

**Observer Certification**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by KDE prior to conducting observations for the purpose of evaluation.

To ensure consistency of observations and conferencing, evaluators will complete a training annually so that observers continue to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching are applied in observations and how to effectively conference with evaluatee. The annual (6 hours minimum) EILA approved training will be provided by the district to ensure rating accuracy among all certified evaluators. This may include videos from various sources or a training session provided by a district approved outside source.

### **Formative Employee Rating**

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Each performance measure will be holistically scored using the Kentucky Framework for Teaching and Other Professionals Framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating. Sources of evidence will be cited on the formative mini observation document.

#### Required

- Observation (mini, classroom, or site visit)
- PGP
- Post Observation Document/Self Reflection

#### Optional

- Additional sources of evidence (as identified on page 5)

### **Summative Employee Rating**

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A) and Exemplary (E). Multiple sources of evidence shall be used to determine the summative rating. Sources of evidence will be cited on the Summative document. Each Performance Measure will be holistically scored using the Kentucky Framework for Teaching and Other Professionals Framework. Primary evaluators will use the Decision Rules chart and professional judgement to assign an overall rating for the summative evaluation.

#### Required

- Formative evaluation data (2 mini and 1 full; at least three yearly site visits)
- PGP
- Post Observation Conference/ Self-Reflection

#### Optional

- Additional sources of evidence (as identified on page 5)

### **Decision Rules for All Certified Educators Summative Evaluation Rating**

If...	Then...
Environment or Instruction/ <b>Delivery of Service</b> are rated INEFFECTIVE	Summative Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Summative Evaluation Rating shall NOT be EXEMPLARY
Environment or Instruction/ <b>Delivery of Service</b> are rated DEVELOPING	Summative Evaluation Rating shall NOT be higher than DEVELOPING
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Summative Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Summative Evaluation rating shall be EXEMPLARY

### **Summative Conference**

A summative evaluation conference shall be held at the end of the summative evaluation cycle by **May 1** and shall include all applicable Professional Growth & Effectiveness data. Summative evaluations will be documented on district approved forms.

Teachers and other professionals will sign the district approved summative form. This signed form will become part of the official personnel file. A copy of the evaluation will be provided to the evaluatee. The evaluatee can submit a written statement in response to the summative rating and that response is to be included in the official personnel file.

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

The purpose of the CAP is to develop a plan that assists a certified staff member who has failed to meet a district standard or when an immediate change is required in practice or behavior. A Corrective Action Plan may be initiated at any time when an immediate change is required in practice or behavior, for tenured or non-tenured staff.

CAP Guidelines:

- ❖ Multiple observations by administrators may be conducted for teachers/other professionals when observation results yield an ineffective determination or at administrator's professional discretion.
- ❖ The Corrective Action Plan is a targeted professional growth plan.



**DISTRICT AND BUILDING  
ADMINISTRATORS PROFESSIONAL  
GROWTH AND EFFECTIVENESS  
SYSTEM**



## **Principal Professional Growth and Effectiveness System Components**

### **Overview and Summative Model**

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders. Administrators will receive annual training on the district evaluation process within the first 30 calendar days of reporting for employment.

### **Professional Standards for Educational Leaders**

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards of Instructional Leadership:

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

Included in the Professional Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional 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. The ten standards have been placed under the applicable performance criteria. Performance will be rated for those four identified performance measures (Planning, Environment, Instruction, and Professionalism) 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 measure 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 administrators 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 administrator performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

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

- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**

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

- ✓ **IMPACT KY Working Conditions Survey**

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

**PPGES Dates**

**Table 4: Dates and Requirements for PPGES**

Within first 30 calendar days of reporting for employment	Primary Evaluator reviews expectations of PPGES with District/Building Administrator.
September 30	Primary Evaluator and administrator collaboratively develop a Professional Growth Goal/Plan.
First Semester and Second Semester	Primary Evaluator conducts a Site-visit.
Mid-Year	Conference with district/building administrator to review/reflect upon all goals and modify any strategies as needed (possible site-visit).
June 15	Conference with district/building administrator to review his/her Professional Growth Goal/Plan as well as modify any strategies.

**Professional Growth Planning and Self-Reflection**

**Completed by Building and District Administrator**

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. An administrator's Professional Growth Plan may be directed or self-directed.

**Directed Growth Plan**

Goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.

**Self Directed Growth Plan**

Goal(s) are set by the employee, with input from the primary evaluator.

- Self-reflection and Professional Growth Plans will be developed and approved by **September 30** of each year. PGP's will align with the school/district improvement plans.
- Impact Survey results may be used for PGP's if deemed necessary by superintendent and administrator.

- The PPGES Self-Reflection will be documented on district approved forms. The PPGES Professional Growth Plan will be documented on district approved forms.
- Administrators hired after the beginning of the school year will have 30 calendar days to meet all self-reflection and PGP requirements. Conference timelines will be adjusted accordingly.

## **Site-Visits**

**Completed by primary evaluator of administrator - formal site-visits and/or formative conferences can be used for assistant principals and district administrators.**

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

### Guidelines for Visits

- A minimum of 1 first semester, 1 second semester. Site-visit will be scheduled. **Formal site-visits and/or formative conferences can be used for the assistant principal.)**
- Site visits will be documented.
- During the follow-up conference with the administrator, the superintendent will review all or selected Principal Performance Standards and give feedback about each standard, as needed.
- Administrators hired after the first site-visits are completed may have an adjusted timeline, but will still receive two site-visits.
- The site-visit will be documented using the PPGES Evidence Worksheets (Appendix D) and/or other forms provided by the superintendent.
- Supervisors will use the form to document evidence from the site-visit, connecting evidence to specific principal performance standards, and selecting a rating.
- Following the site-visit post-conference, the PPGES Evidence Worksheet will be printed, dated, and signed by the supervisor and the principal.
- A copy will be given to the administrator with the original filed by the superintendent.
- For assistant principals, formal site-visits are not required, but the PPGES Evidence Worksheet, formative conferences, and the summative form will be used to document evidence for assistant principals.

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

Building and district administrators may provide additional evidence to support assessment of their own professional practice. These sources of evidence should yield information related to the administrator’s practice within the standards.

### **✓ Identify other sources of evidence that can be used to support educator practice.**

Examples of artifacts may include (not required unless requested by the superintendent) but are not limited to the following . . .

- A collection of instructional leadership work samples
- SBDM Meeting Agendas and Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Team/PLC Agendas and Minutes
- Leadership Team Meeting Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Analysis of survey results
- Professional Organization memberships and leadership roles
- Parent/Community engagement survey results

- o Results of parent/community engagement activities
- o School schedules, including master schedule and calendars

**Other Sources of Evidence**

In addition to district-adopted evaluation forms and documentation, electronic communication, letters, memos, etc. may be used to document both outstanding performance and performance which needs improvement.

**Professional Practice Rating**

(District and Building Administrators)

Evidence documenting professional practice is situated within ten Professional Standards for Educational Leaders the six Principal Performance Standards. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the professional practice rating. Sources of evidence will be cited on the formative evaluation document.

**Summative Evaluation Rating**

(District and Building Administrators)

Evidence documenting professional practice is situated within one or more of the ten Professional Standards for Educational Leaders. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A) and Exemplary (E). Multiple sources of evidence shall be used to determine the summative rating. Sources of evidence will be cited on the Summative document. Each Professional Standard will be holistically scored. Primary evaluators will use the number rating system below and professional judgement to assign an overall rating for the summative evaluation.

**All summative ratings will be recorded in district approved forms.**

- A summative evaluation conference shall be held at the end of the summative evaluation cycle. During the summative conference, observation results from site/workplace visits and other evidence in the cycle will be reviewed so that an overall performance rating for all Professional Standards can be determined.
- The summative evaluation form will be completed by June 15 of each year. The summative evaluation form will include a rating for each Professional Standard as well as an overall performance rating for the evaluation cycle.
- Evaluatees will sign the district approved summative form.
- This signed form will become part of the official personnel file. A copy of the evaluation will be provided to the evaluatee. An opportunity for written response shall be included in the official personnel record.
- District and Building Administrators will receive summative evaluations annually.

**Decision Rules for District and Building Administrator Summative Evaluation Rating**

The rating for each standard will be given the numerical value below:

Ineffective	0
Developing	1
Accomplished	2
Exemplary	3

The total points for the ten standards will be added up and divided by ten to get an average score. The average score will be used to assign an overall rating using the chart below:

0 - .4	Ineffective
0.5 - 1.4	Developing
1.5 - 2.4	Accomplished
2.5 - 3.0	Exemplary

**Corrective Action Plan (CAP)**

The purpose of the CAP is to develop a plan that assists any certified staff member who has failed to meet a district standard or when an immediate change is required in practice or behavior.

# Appeals

Pursuant to Board Policy 3.18, An Appeals Panel shall be established in accordance with KRS Chapter 156 and [704 KAR 003:370](#). Elections for panel members shall be held in August. Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

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

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

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

## Appeals/Hearings

### Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

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

**According to 156.557 Section 9,**

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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



# **Classified Employee Evaluation Plan**

## **2021-2022**

### Committee Members:

David Ward, Transportation Director

Debbie Brown, Central Office Receptionist

Raquel Nash, Olmstead FRC

Ben Kemplin, Director of HR

Jason Givens, Maintenance Director

Sherry Whitmon, Lewisburg Bookkeeper

Lauren Williams, Adairville

Contessa Orr, District CEP contact



## **Notification (Evaluation Orientation):**

Each primary evaluator will be responsible for ensuring that an explanation and distribution of the district classified evaluation form to all classified personnel under his/her supervision is accomplished within the first 30 days of reporting for employment.

## **Evaluation:**

Each classified employee shall be evaluated at least once a year. This evaluation shall be performed by the principal or immediate supervisor and shall be based upon a procedure agreed upon by the principal and the Superintendent for that specific position or class of positions. The administrator performing the evaluation shall share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the evaluation report, and the report shall be filed in their official personnel file.

## **Evaluation Process:**

1. All principals and immediate supervisors of classified staff will be trained annually.
2. All evaluations of classified employees shall be documented on district forms and shall become part of the official personnel file.
3. An evaluation conference between the evaluator and the classified employee being evaluated will be held each year.
4. A completed and signed copy of the evaluation form will be provided to each person being evaluated immediately following the evaluation conference.
5. The evaluation of all classified employees shall be completed by April 30.

## **Evaluation Appeal**

An employee may appeal his/her evaluation as follows:

1. The employee may request a review of his/her evaluation with the immediate supervisor.
2. If a review is requested, the Superintendent/designee shall set the time and place of the review with the employee and immediate supervisor.
3. During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
4. Within ten (10) working days of the hearing, the Superintendent/designee shall prepare and forward to the employee and the employee's supervisor a written response to the appeal.
5. All information relating to the employee's evaluation shall be placed in the employee's appropriate personnel file.
6. Time limits set forth in this section may be extended by the written mutual agreement of the employee and the Superintendent.

# Professional Growth and Effectiveness System

## Appendices

<a href="#">Appendix A:</a>	Professional Growth Plan
<a href="#">Appendix B:</a>	Pre-Conference Form
<a href="#">Appendix C:</a>	Post Conference Form
<a href="#">Appendix D:</a>	Peer Observation Checklist
<a href="#">Appendix E:</a>	Mini Observation Document - Teacher
<a href="#">Appendix E:</a>	Mini Observation Document - Library Media Specialist
<a href="#">Appendix G:</a>	Mini Observation Document - Speech Pathologist
<a href="#">Appendix H:</a>	Mini Observation Document - School Counselor
<a href="#">Appendix I:</a>	Full/Summative Teacher Document
<a href="#">Appendix J:</a>	Full/Summative Library Media Specialist Document
<a href="#">Appendix K:</a>	Full/Summative Speech Pathologist Document
<a href="#">Appendix L:</a>	Full/Summative School Counselor Document
<a href="#">Appendix M:</a>	Instructional Specialist Site Visit/Mini Observation
<a href="#">Appendix N:</a>	Full/Summative Instructional Specialist Document
<a href="#">Appendix O:</a>	Exceptional Child Specialist Site Visit/Mini Observation
<a href="#">Appendix P:</a>	Full/Summative Exceptional Child Specialist Document
<a href="#">Appendix Q:</a>	Digital Learning Coach Site Visit/Mini Observation
<a href="#">Appendix R:</a>	Full/Summative Digital Learning Coach Document
<a href="#">Appendix S:</a>	School Psychologist Site Visit/Mini Observation
<a href="#">Appendix T:</a>	Full/Summative School Psychologist Document
<a href="#">Appendix U:</a>	District/Building Administrator Site Visit/Mini Observation
<a href="#">Appendix V:</a>	District/Building Administrator Summative Evaluation Form
<a href="#">Appendix W:</a>	Classified Employee Evaluation Form
<a href="#">Appendix X:</a>	Corrective Action/Improvement Plan



## PROFESSIONAL GROWTH PLAN

(TEACHER/OTHER PROFESSIONAL/PRINCIPAL/DISTRICT CERTIFIED PERSONNEL)

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

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

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

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

**KENTUCKY FRAMEWORK/LC PROFILE OF SUCCESS COMPETENCY:**

  
  

**GOAL (S):**

  
  

<u>ACTIVITY ( may include PD)</u>	<u>DATE/TIMELINE</u>	<u>TRAINING IMPACT/EVIDENCE</u>

**Employee Reflection**

  
  


---

Evaluatee Signature \_\_\_\_\_ Date \_\_\_\_\_ Primary Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX B**



**PRE-CONFERENCE FORM**

<b>Teacher/Other Professional</b>	
<b>School</b>	
<b>Grade Level/Subject</b>	
<b>Date of Conference</b>	

<b>Questions for Discussion:</b>	<b>Notes:</b>
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 the class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning targets?	

**\*\*For OPGES Workplace Visit attach any additional notes the observers may need.**

**APPENDIX C**



**LCS POST-CONFERENCE FORM**

<b>Teacher</b>	
<b>Grade Level/Subject(s)</b>	
<b>Date of Conference</b>	

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

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

**Evaluator's Formative Observation Rating:**

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

Appendix D



Peer Observation Checklist

Observer: \_\_\_\_\_ Observee: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Date of conference: \_\_\_\_\_

Discussion Points	Completed
Strengths in Domain 2	
Next steps for improving in Domain 2	
Strengths in Domain 3	
Next steps for improving in Domain 3	
Teacher reflection on what could/would be changed for next time	
Any teacher questions/concerns	

**Appendix E**



**Mini Observation Document - Teacher**

**Teacher:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**(Peer observer does not give a rating, only provides feedback)**

Domain 2: The Classroom Environment	Rating:			
A: Creating an environment of respect and rapport	I	D	A	E
Comments:				
B. Establishing a culture for learning	I	D	A	E
Comments:				
C. Managing classroom procedures	I	D	A	E
Comments:				
D. Managing student behavior	I	D	A	E
Comments:				
E. Organizing physical space	I	D	A	E

Comments:				
<b>Domain 3: Instruction</b>		<b>Rating:</b>		
A: Communicating with students	I	D	A	E
Comments:				
B. Using questioning and discussion techniques	I	D	A	E
Comments:				
C. Engaging students in learning	I	D	A	E
Comments:				
D. Using assessment in instruction	I	D	A	E
Comments:				
E. Demonstrating flexibility	I	D	A	E
Comments:				

Comments:

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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



**Appendix F**



**Mini Observation Document - Library Media Specialist**

**Librarian:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**(Peer observer does not give a rating, only provides feedback)**

Domain 2: The Library Environment	Rating:			
A: Creating an environment of respect and rapport	I	D	A	E
Comments:				
B. Establishing a culture for learning	I	D	A	E
Comments:				
C. Managing library procedures	I	D	A	E
Comments:				
D. Managing student behavior	I	D	A	E
Comments:				
E. Organizing physical space	I	D	A	E
Comments:				
Domain 3: Instruction	Rating:			

A: Communicating clearly and accurately	I	D	A	E
Comments:				
B. Using questioning and research techniques	I	D	A	E
Comments:				
C. Engaging students in learning	I	D	A	E
Comments:				
D. Using assessment in instruction	I	D	A	E
Comments:				
E. Demonstrating flexibility and responsiveness	I	D	A	E
Comments:				

Comments:

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

**Appendix G**



**Mini Observation Document - Speech Pathologist**

**Pathologist:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**(Peer observer does not give a rating, only provides feedback)**

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

Comments:				
<b>Domain 3: Delivery of Service</b>		<b>Rating:</b>		
A: Responding to referrals and evaluating student needs	I	D	A	E
Comments:				
B. Developing and implementing treatment plans to maximize student success	I	D	A	E
Comments:				
C. Communicating with families	I	D	A	E
Comments:				
D. Collecting information; writing reports	I	D	A	E
Comments:				
E. Demonstrating flexibility and responsiveness	I	D	A	E
Comments:				

Comments:

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

**Appendix H**



**Mini Observation Document - School Counselor**

**Counselor:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**(Peer observer does not give a rating, only provides feedback)**

Domain 2: The Environment	Rating:			
A: Creating an environment of respect and rapport	I	D	A	E
Comments:				
B. Establishing a culture for productive communication	I	D	A	E
Comments:				
C. Managing routines and procedures	I	D	A	E
Comments:				
D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E
Comments:				
E. Organizing physical space	I	D	A	E

Comments:				
<b>Domain 3: Delivery of Service</b>	<b>Rating:</b>			
A: Assessing student needs	I	D	A	E
Comments:				
B. Assisting students and teachers in the formulation of academic, personal, social and career plans based on knowledge of student needs	I	D	A	E
Comments:				
C. Using counseling techniques in individual and classroom programs	I	D	A	E
Comments:				
D. Brokering resources to meet needs	I	D	A	E
Comments:				
E. Demonstrating flexibility and responsiveness	I	D	A	E
Comments:				

Comments:

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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



# Full/Summative Teacher Observation Document

Full Observation: \_\_\_\_\_ (name)

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

Domain 1: Planning and Preparation	Rating:				Evidence:
1A - Demonstrating Knowledge of Content and Pedagogy How will students make connections to prior knowledge?	I	D	A	E	
1B - Demonstrating Knowledge of Students How do you know your students on a personal/academic level?	I	D	A	E	
1C - Selecting Instructional Outcomes What is the lesson outcome?	I	D	A	E	
1D - Demonstrating Knowledge of Resources How are you using resources?	I	D	A	E	
1E - Designing Coherent Instruction How will activities promote learning?	I	D	A	E	
1F - Designing Student Assessment How will you assess students?	I	D	A	E	
Domain 2: The Classroom Environment	Rating:				Evidence:
A: Creating an Environment of Respect and Rapport	I	D	A	E	
B: Establishing a Culture for Learning	I	D	A	E	
C: Managing Classroom Procedures	I	D	A	E	
D: Managing Student Behavior	I	D	A	E	
E: Organizing Physical Space	I	D	A	E	
Domain 3: Instruction	Rating:				Evidence
A: Communicating with Students	I	D	A	E	
B: Using Questioning and Discussion Techniques	I	D	A	E	
C: Engaging Students in Learning	I	D	A	E	
D: Using Assessment in Instruction	I	D	A	E	
E: Demonstrating Flexibility	I	D	A	E	

Domain 4: Professional Responsibilities	Rating:				Evidence:
4A - Reflecting on Teaching: Full observation written reflection	I	D	A	E	
4B - Maintaining Accurate Records How is student data maintained?	I	D	A	E	
4C - Communicating with Families How is student progress/learning shared with parents?	I	D	A	E	
4D - Participating in a Professional Community How do you build school climate?	I	D	A	E	
4E - Growing and Developing Professionally How have you professionally grown as a teacher this year?	I	D	A	E	
4F - Demonstrating Professionalism How have you demonstrated integrity, fairness and sound ethics this year?	I	D	A	E	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning \_\_\_\_\_

Performance Measure: Environment \_\_\_\_\_

Performance Measure: Instruction \_\_\_\_\_

Performance Measure: Professionalism \_\_\_\_\_

Summative Rating:

\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.



Appendix J



## Full/Summative Library Media Specialist Observation Document

**Full Observation:** \_\_\_\_\_ (name)                      **Evaluator:** \_\_\_\_\_

Domain 1: Planning	Rating:				Evidence:
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	
Domain 2: Environment	Rating:				Evidence:
A: Creating an environment of respect and rapport	I	D	A	E	
B: Establishing a culture for learning	I	D	A	E	
C: Managing library procedures	I	D	A	E	
D: Managing student behavior	I	D	A	E	
E: Organizing physical space	I	D	A	E	
Domain 3: Delivery of Service	Rating:				Evidence
A: Communicating clearly and accurately	I	D	A	E	
B: Using questioning and research techniques	I	D	A	E	
C: Engaging students in learning	I	D	A	E	
D: Using assessment in instruction	I	D	A	E	
E: Demonstrating flexibility and responsiveness	I	D	A	E	
Domain 4: Professional Responsibilities	Rating:				Evidence:
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	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning \_\_\_\_\_

Performance Measure: Environment \_\_\_\_\_

Performance Measure: Delivery of Service \_\_\_\_\_

Performance Measure: Professionalism \_\_\_\_\_

Summative Rating:

\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.



Appendix K

## Full/Summative Speech Pathologist Observation Document

Full Observation: \_\_\_\_\_ (name)                      Evaluator: \_\_\_\_\_

Domain 1: Planning	Rating:				Evidence:
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	
Domain 2: Environment	Rating:				Evidence:
A: Establishing rapport with students	I	D	A	E	
B: Organizing time effectively	I	D	A	E	
C: Establishing and maintaining clear procedures for referrals	I	D	A	E	
D: Establishing standards of conduct in the treatment center	I	D	A	E	
E: Organizing physical space for testing of students and providing therapy	I	D	A	E	
Domain 3: Delivery of Service	Rating:				Evidence
A: Responding to referrals and evaluating student needs	I	D	A	E	
B: Developing and implementing treatment plans to maximize student success	I	D	A	E	
C: Communicating with families	I	D	A	E	
D: Collecting information; writing reports	I	D	A	E	

E: Demonstrating flexibility and responsiveness	I	D	A	E	
<b>Domain 4: Professional Responsibilities</b>	<b>Rating:</b>				<b>Evidence:</b>
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	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning

\_\_\_\_\_

Performance Measure: Environment

\_\_\_\_\_

Performance Measure: Delivery of Service

\_\_\_\_\_

Performance Measure: Professionalism

\_\_\_\_\_

Summative Rating:

\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.

**Appendix L**



## Full/Summative School Counselor Observation Document

**Full Observation:** \_\_\_\_\_ (name)                      **Evaluator:** \_\_\_\_\_

Domain 1: Planning	Rating:				Evidence:
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 - Planning 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	
Domain 2: Environment	Rating:				Evidence:
A: Creating an environment of respect and rapport	I	D	A	E	
B: Establishing a culture for productive communication	I	D	A	E	
C: Managing routines and procedures	I	D	A	E	
D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
E: Organizing physical space	I	D	A	E	
Domain 3: Delivery of Service	Rating:				Evidence
A: Assessing student needs	I	D	A	E	
B: Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs	I	D	A	E	
C: Using counseling techniques in individual and classroom programs	I	D	A	E	
D: Brokering resources to meet needs	I	D	A	E	
E: Demonstrating flexibility and responsiveness	I	D	A	E	

Domain 4: Professional Responsibilities	Rating:				Evidence:
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely manner	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	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning

\_\_\_\_\_

Performance Measure: Environment

\_\_\_\_\_

Performance Measure: Delivery of Service

\_\_\_\_\_

Performance Measure: Professionalism

\_\_\_\_\_

Summative Rating:

\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.

APPENDIX M



Instructional Specialist

Site Visit/Mini Observation

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

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

Building: \_\_\_\_\_

**PERFORMANCE MEASURE: PLANNING**

**Component Rating: • E • A • D • I**

*1A Demonstrating knowledge of current trends in specialty area and professional development.*

Evidence:

**Component Rating: • E • A • D • I**

*1B Demonstrating knowledge of school and district's programs and levels of teacher skills in delivering that program*

Evidence:

**Component Rating: • E • A • D • I**

*1C Establishing goals for the instructional support program appropriate to the setting and the teachers served*

Evidence:

**Component Rating: • E • A • D • I**

*1D Demonstrating knowledge of resources both within and beyond the school and district*

Evidence:

**Component Rating: • E • A • D • I**

*1E Planning the instructional support program integrated with the overall district program*



Evidence:

**Component Rating: • E • A • D • I**

*1F Developing a plan to evaluate the instructional support program*

Evidence:

## PERFORMANCE MEASURE: ENVIRONMENT

**Component Rating: • E • A • D • I**

*2A Creating an environment of trust and respect*

Evidence:

**Component Rating: • E • A • D • I**

*2B Establishing a culture for ongoing instructional improvement*

Evidence:

**Component Rating: • E • A • D • I**

*2C Establishing clear procedures for teachers to gain access to the instructional support*

Evidence:

**Component Rating: • E • A • D • I**

*2D Establishing and maintaining norms of behavior for professional interactions*

Evidence:

**Component Rating: • E • A • D • I**

*2E Organizing physical space for workshops or trainings*

Evidence:

**PERFORMANCE MEASURE: DELIVERY OF SERVICE**

**Component Rating: • E • A • D • I**

*3A Supporting teachers in the design of instructional units and lessons*

Evidence:

**Component Rating: • E • A • D • I**

*3B Engaging teachers in learning new instructional skills*

Evidence:

**Component Rating: • E • A • D • I**

*3C Sharing expertise with staff*

Evidence:

**Component Rating: • E • A • D • I**

*3D Locating resources for teachers to support instructional improvement*

**Component Rating: • E • A • D • I**

*3E Demonstrating flexibility and responsiveness*

**PERFORMANCE MEASURE: PROFESSIONAL RESPONSIBILITIES**

**Component Rating: • E • A • D • I**  
*4A Reflecting on practice*

Evidence:

**Component Rating: • E • A • D • I**  
*4B Preparing and submitting budgets and reports*

Evidence:

*4C Coordinating work with other instructional specialists*

Evidence:

*4D Participating in a professional community*

Evidence:

*4E Engaging in professional development*

Evidence:

*4F Showing professionalism including integrity and confidentiality*

Post Observation/Site Visit Date: \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_



## Instructional Specialist

### Full/Summative Observation Document

Full Observation: \_\_\_\_\_ (name)                      Evaluator: \_\_\_\_\_

Domain 1: Planning	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
Domain 2: Environment	Rating:				Evidence:
A: Creating an environment of trust and respect	I	D	A	E	
B: Establishing a culture for ongoing instructional improvement	I	D	A	E	
C: Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
D: Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
E: Organizing physical space for workshops or trainings	I	D	A	E	
Domain 3: Delivery of Service	Rating:				Evidence
A: Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
B: Engaging teachers in learning new instructional skills	I	D	A	E	
C: Sharing expertise with staff	I	D	A	E	
D: Locating resources for teachers to support instructional improvement	I	D	A	E	

E:Demonstrating flexibility and responsiveness	I	D	A	E	
<b>Domain 4: Professional Responsibilities</b>	<b>Rating:</b>				<b>Evidence:</b>
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	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning \_\_\_\_\_

Performance Measure: Environment \_\_\_\_\_

Performance Measure: Delivery of Service \_\_\_\_\_

Performance Measure: Professionalism \_\_\_\_\_

Summative Rating:

\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.

APPENDIX O



**Exceptional Child Specialist**

**Site Visit/Mini Observation**

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

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

Building: \_\_\_\_\_

**PERFORMANCE MEASURE: PLANNING**

**Component Rating: • E • A • D • I**

*1A Demonstrating knowledge of current trends in specialty area and professional development as related to special education*

Evidence:

**Component Rating: • E • A • D • I**

*1B Demonstrating knowledge of school and district's programs and levels of teacher skills in delivering that program as connected to special education*

Evidence:

**Component Rating: • E • A • D • I**

*1C Establishing goals for the special education instructional support program appropriate to the setting and the teachers served*

Evidence:

**Component Rating: • E • A • D • I**

*1D Demonstrating knowledge of resources both within and beyond the school and district*

Evidence:

**Component Rating: • E • A • D • I**

1E Planning the special education instructional support program integrated with the overall district program

Evidence:

**Component Rating: • E • A • D • I**

1F Developing a plan to evaluate the special education instructional support program

Evidence:

## PERFORMANCE MEASURE: ENVIRONMENT

**Component Rating: • E • A • D • I**

2A Creating an environment of trust and respect

Evidence:

**Component Rating: • E • A • D • I**

2B Establishing a culture for ongoing instructional improvement

Evidence:

**Component Rating: • E • A • D • I**

2C Establishing clear procedures for teachers to gain access to special education instructional supports

Evidence:

**Component Rating: • E • A • D • I**

2D Establishing and maintaining norms of behavior for professional interactions

Evidence:

**Component Rating: • E • A • D • I**

2E Organizing physical space for workshops or trainings

Evidence:

**PERFORMANCE MEASURE: DELIVERY OF SERVICE**

**Component Rating: • E • A • D • I**

*3A Supporting teachers in the design of special education supports within instructional units and lessons*

Evidence:

**Component Rating: • E • A • D • I**

*3B Engaging teachers in learning new instructional skills and special education supports*

Evidence:

**Component Rating: • E • A • D • I**

*3C Sharing expertise with staff*

Evidence:

**Component Rating: • E • A • D • I**

*3D Locating resources for teachers to support instructional improvement connected to special education*

**Component Rating: • E • A • D • I**

*3E Demonstrating flexibility and responsiveness*



**PERFORMANCE MEASURE: PROFESSIONAL RESPONSIBILITIES**

**Component Rating: • E • A • D • I**  
*4A Reflecting on practice*

Evidence:

**Component Rating: • E • A • D • I**  
*4B Preparing and submitting budgets and reports*

Evidence:

*4C Coordinating work with other special education staff*

Evidence:

*4D Participating in a professional community*

Evidence:

*4E Engaging in professional development*

Evidence:

*4F Showing professionalism including integrity and confidentiality*

Post Observation/Site Visit Date: \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_



## Exceptional Child Specialist

### Full/Summative Observation Document

Full Observation: \_\_\_\_\_ (name)                      Evaluator: \_\_\_\_\_

Domain 1: Planning	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development as related to special education	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program connected to special education	I	D	A	E	
1C - Establishing goals for the special education 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 special education instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the special education instructional support program	I	D	A	E	
Domain 2: Environment	Rating:				Evidence:
A: Creating an environment of trust and respect	I	D	A	E	
B: Establishing a culture for ongoing instructional improvement	I	D	A	E	
C: Establishing clear procedures for teachers to gain access to the special education instructional supports	I	D	A	E	
D: Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
E: Organizing physical space for workshops or trainings	I	D	A	E	
Domain 3: Delivery of Service	Rating:				Evidence
A: Collaborating with teachers in the design of special education supports within instructional units and lessons	I	D	A	E	
B: Engaging teachers in learning new instructional skills and special education supports	I	D	A	E	
C: Sharing expertise with staff	I	D	A	E	

D: Locating resources for teachers to support instructional improvement connected to special education	I	D	A	E	
E: Demonstrating flexibility and responsiveness	I	D	A	E	
<b>Domain 4: Professional Responsibilities</b>	<b>Rating:</b>				<b>Evidence:</b>
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other special education staff	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	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning \_\_\_\_\_

Performance Measure: Environment \_\_\_\_\_

Performance Measure: Delivery of Service \_\_\_\_\_

Performance Measure: Professionalism \_\_\_\_\_

Summative Rating:  
\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.

APPENDIX Q



Digital Learning Coach

Site Visit/Mini Observation

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

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

Building: \_\_\_\_\_

PERFORMANCE MEASURE: PLANNING

Component Rating: • E • A • D • I

*1A Demonstrating knowledge of current trends in digital learning and professional development.*

Evidence:

Component Rating: • E • A • D • I

*1B Demonstrating knowledge of school and district's instructional technology resources and levels of teacher skills in delivering that program*

Evidence:

Component Rating: • E • A • D • I

*1C Establishing goals for the digital learning instructional support program appropriate to the setting and the teachers served*

Evidence:

Component Rating: • E • A • D • I

*1D Demonstrating knowledge of resources both within and beyond the school and district*

Evidence:

Component Rating: • E • A • D • I

*1E Planning the digital learning instructional support program integrated with the overall district program*

Evidence:

**Component Rating: • E • A • D • I**

*1F Developing a plan to evaluate the digital learning instructional support program*

Evidence:

## PERFORMANCE MEASURE: ENVIRONMENT

**Component Rating: • E • A • D • I**

*2A Creating an environment of trust and respect*

Evidence:

**Component Rating: • E • A • D • I**

*2B Establishing a culture for ongoing digital learning instructional improvement*

Evidence:

**Component Rating: • E • A • D • I**

*2C Establishing a clear procedures for teachers to gain access to the digital learning instructional support*

Evidence:

**Component Rating: • E • A • D • I**

*2D Establishing and maintaining norms of behavior for professional interactions*

Evidence:

**Component Rating: • E • A • D • I**

*2E Organizing physical space for workshops or trainings*

Evidence:

**PERFORMANCE MEASURE: DELIVERY OF SERVICE**

**Component Rating: • E • A • D • I**

*3A Supporting teachers in the design of digital learning instructional units and lessons*

Evidence:

**Component Rating: • E • A • D • I**

*3B Engaging teachers in learning new instructional skills connected to digital learning*

Evidence:

**Component Rating: • E • A • D • I**

*3C Sharing expertise with staff*

Evidence:

**Component Rating: • E • A • D • I**

*3D Locating resources for teachers to support instructional improvement connected to digital learning*

**Component Rating: • E • A • D • I**

*3E Demonstrating flexibility and responsiveness*

**PERFORMANCE MEASURE: PROFESSIONAL RESPONSIBILITIES**

**Component Rating: • E • A • D • I**

4A Reflecting on practice

Evidence:

**Component Rating: • E • A • D • I**

4B Preparing and submitting budgets and reports

Evidence:

4C Coordinating work with other instructional specialists

Evidence:

4D Participating in a professional community

Evidence:

4E Engaging in professional development

Evidence:

4F Showing professionalism including integrity and confidentiality

Post Observation/Site Visit Date: \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_



## Digital Learning Coach

### Full/Summative Observation Document

Full Observation: \_\_\_\_\_ (name)      Evaluator: \_\_\_\_\_

Domain 1: Planning	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in digital learning and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school/district technology resources and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the digital learning 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 digital learning instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the digital learning instructional support program	I	D	A	E	
Domain 2: Environment	Rating:				Evidence:
A: Creating an environment of trust and respect	I	D	A	E	
B: Establishing a culture for ongoing instructional improvement	I	D	A	E	
C: Establishing clear procedures for teachers to gain access to the digital learning instructional support	I	D	A	E	
D: Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
E: Organizing physical space for workshops or trainings	I	D	A	E	
Domain 3: Delivery of Service	Rating:				Evidence
A: Collaborating with teachers in the design of digital learning instructional units and lessons	I	D	A	E	
B: Engaging teachers in learning new instructional skills connected to digital learning	I	D	A	E	
C: Sharing expertise with staff	I	D	A	E	



D: Locating resources for teachers to support instructional improvement connected to digital learning	I	D	A	E	
E: Demonstrating flexibility and responsiveness	I	D	A	E	
<b>Domain 4: Professional Responsibilities</b>	<b>Rating:</b>				<b>Evidence:</b>
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	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning \_\_\_\_\_

Performance Measure: Environment \_\_\_\_\_

Performance Measure: Delivery of Service \_\_\_\_\_

Performance Measure: Professionalism \_\_\_\_\_

Summative Rating:  
\_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.

Appendix S



**School Psychologist**

**Site Visit/Mini Observation**

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

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

Building: \_\_\_\_\_

**PERFORMANCE MEASURE: PLANNING**

**Component Rating: • E • A • D • I**

*1A Demonstrating knowledge and skill in using psychological instruments to evaluate students*

Evidence:

**Component Rating: • E • A • D • I**

*1B Demonstrating knowledge of child and adolescent development and psychopathology*

Evidence:

**Component Rating: • E • A • D • I**

*1C Establishing goals for the psychology program appropriate to the setting and the students served*

Evidence:

**Component Rating: • E • A • D • I**

*1D Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district*

Evidence:

**Component Rating: • E • A • D • I**

*1E Planning the psychology program integrated with the regular school program to meet the needs of individual students, including prevention planning*

Evidence:

**Component Rating: • E • A • D • I**

*1F Developing a plan to evaluate the psychology program*

Evidence:

## PERFORMANCE MEASURE: ENVIRONMENT

**Component Rating: • E • A • D • I**

*2A Establishing rapport with students*

Evidence:

**Component Rating: • E • A • D • I**

*2B Establishing a culture for positive mental health throughout the school*

Evidence:

**Component Rating: • E • A • D • I**

*2C Establishing and maintaining clear procedures for referrals*

Evidence:

**Component Rating: • E • A • D • I**

*2D Establishing standards of conduct in the testing center*

Evidence:

**Component Rating: • E • A • D • I**

*2E Organizing physical space for testing the students and storage of materials*

Evidence:

**PERFORMANCE MEASURE: DELIVERY OF SERVICE**

**Component Rating: • E • A • D • I**

*3A Responding to referrals consulting with teachers and administrators*

Evidence:

**Component Rating: • E • A • D • I**

*3B Evaluating student needs and compliance with National Association of School psychologists NASP guidelines*

Evidence:

**Component Rating: • E • A • D • I**

*3C Attending evaluation team meetings*

Evidence:

**Component Rating: • E • A • D • I**

*3D Planning interventions to maximize student's likelihood of success*

**Component Rating: • E • A • D • I**

*3E Maintaining contact with physicians and community mental health service providers*

**Component Rating: • E • A • D • I**

*3F Demonstrating flexibility and responsiveness*

**PERFORMANCE MEASURE: PROFESSIONAL RESPONSIBILITIES**

**Component Rating: • E • A • D • I**

*4A Reflecting on practice*

Evidence:

**Component Rating: • E • A • D • I**

*4B Communicating with families*

Evidence:

**Component Rating: • E • A • D • I**

*4C Maintaining accurate records*

Evidence:

**Component Rating: • E • A • D • I**

*4D Participating in a professional community*

Evidence:

**Component Rating: • E • A • D • I**

*4E Engaging in professional development*

Evidence:

**Component Rating: • E • A • D • I**

*4F Showing professionalism, including honesty and integrity*

Post Observation/Site Visit Date: \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Appendix T**



**School Psychologist**

**Full/Summative Observation Document**

**Full Observation:** \_\_\_\_\_ (name)      **Evaluator:** \_\_\_\_\_

<b>Domain 1: Planning</b>	<b>Rating:</b>				<b>Evidence:</b>
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
<b>Domain 2: Environment</b>	<b>Rating:</b>				<b>Evidence:</b>
A: Establishing rapport with students	I	D	A	E	
B: Establishing a culture for positive mental health throughout the school	I	D	A	E	
C: Establishing and maintaining clear procedures for referrals	I	D	A	E	
D: Establishing standards of conduct in the testing center	I	D	A	E	
E: Organizing physical space for testing the students and storage of materials	I	D	A	E	
<b>Domain 3: Delivery of Service</b>	<b>Rating:</b>				<b>Evidence</b>
A: Responding to referrals consulting with teachers and administrators	I	D	A	E	
B: Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines	I	D	A	E	
C: Attending evaluation team meetings	I	D	A	E	

D: Planning interventions to maximize student's likelihood of success	I	D	A	E	
E: Maintaining contact with physicians and community mental health services providers	I	D	A	E	
F: Demonstrating flexibility and responsiveness	I	D	A	E	
<b>Domain 4: Professional Responsibilities</b>	<b>Rating:</b>				<b>Evidence:</b>
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

## Full Summative Evaluation

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

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

Performance Measure: Planning \_\_\_\_\_

Performance Measure: Environment \_\_\_\_\_

Performance Measure: Delivery of Service \_\_\_\_\_

Performance Measure: Professionalism \_\_\_\_\_

Summative Rating: \_\_\_\_\_

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

The evaluation is not the sole factor taken into consideration in determining continued employment.

- A copy of this form will be placed in the district personnel file.



APPENDIX U



District/Building Administrator Site Visit/Mini Observation

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

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

Building: \_\_\_\_\_

**Standard 1. Mission, Vision and Core Values**

**Standard Rating: • E • A • D • 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.*

Evidence:

**Standard 2. Ethics and Professional Norms**

**Standard Rating: • E • A • D • I**

*Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*

Evidence:

**Standard 3. Equity and Cultural Responsiveness**

**Standard Rating: • E • A • D • I**

*Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*

Evidence:

**Standard 4. Curriculum, Instruction and Assessment**

**Standard Rating: • E • A • D • 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.*

Evidence:

### Standard 5. Community of Care and Support for Students

**Standard Rating:** • E • A • D • I

*Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.*

Evidence:

### Standard 6. Professional Capacity of School Personnel

**Standard Rating:** • E • A • D • I

*Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*

Evidence:

### Standard 7. Professional Community for Teachers and Staff

**Standard Rating:** • E • A • D • I

*Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*  
*e. Develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.*

Evidence:

### Standard 8. Meaningful Engagement of Families and Community

**Standard Rating:** • E • A • D • 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.*

Evidence:

## Standard 9. Operations and Management

**Standard Rating:** • E • A • D • I

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

Evidence:

## Standard 10. School Improvement

**Standard Rating:** • E • A • D • I

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

Evidence:

Post Observation/Site Visit Date: \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**APPENDIX V**



**DISTRICT/BUILDING ADMINISTRATOR  
SUMMATIVE EVALUATION FORM**

**Administrator Name:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**Indicate the level of employee proficiency for each standard and the overall summative rating.**

**Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)**

<b>Standards</b>	<b>I (0)</b>	<b>D (1)</b>	<b>A (2)</b>	<b>E (3)</b>
Standard 1 - Mission, Vision and Core Values				
Standard 2 - Ethics and Professional Norms				
Standard 3 - Equity and Cultural Responsiveness				
Standard 4 - Curriculum, Instruction and Assessment				
Standard 5 - Community of Care and Support for Students				
Standard 6 - Professional Capacity of School Personnel				
Standard 7 - Professional Community for Teachers and Staff				
Standard 8 - Meaningful Engagement of Families and Community				
Standard 9 - Operations and Management				
Standard 10 - School Improvement				
Average Score: _____				
Overall Summative Rating: _____				

**Professional Growth Plan Review:**

**Primary Evaluator Comments:**

**Evaluatee Comments:**

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**Evaluatee Signature**

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**Date**

---

**Primary Evaluator Signature**

---

**Date**

**APPENDIX W**



**Classified Personnel Evaluation**

Employee's Name: \_\_\_\_\_ Workplace: \_\_\_\_\_

School Year: \_\_\_\_\_ Position: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Performance Dimensions:

Exceeds Expectations (EE)

Meets Expectations (ME)

Developing (D)

Improvement Needed (IN)

Unsatisfactory (U)

Not Applicable (NA)

**I. Job Knowledge:** Evaluate skill/knowledge of information, procedures, materials, equipment, techniques, etc., required for the position.

	EE	ME	DE	IN	U	NA
Has necessary skills to complete tasks required in current job						
Understands and completes all required records, reports and documents						
Has working knowledge of equipment/material that is necessary for completion of assigned task						
Attends appropriate in-service programs						
Adheres to Board policies						

Comments:

**II. Productivity and Quality of Work:** Rate the completion, accuracy, timelines and volume of work.

	EE	ME	DE	IN	U	NA
Completes the required tasks						
Completes tasks accurately						
Completes tasks in a timely manner						
Uses proper safety measures when working						
Takes initiative in seeking and completing tasks without supervision						

Comments:

**III. Responsibility, Dependability, and Attendance:** Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability and general assistance.

	EE	ME	DE	IN	U	NA

Uses discretion with confidential or privileged information						
Follows direction						
Uses good judgement in performing responsibilities						
Organizes work responsibilities and sets priorities						
Has a good attendance rate						
Reports to work punctually						
Returns to work from break and/or lunch punctually						

Comments:

**IV. Interpersonal Relations:** Consider relationships with other employees, students and the community, and willingness to perform required duties and to help others accomplish tasks.

	EE	ME	DE	IN	U	NA
Deals with students and parents in a positive, constructive manner						
Deals with colleagues and supervisors in a positive, constructive manner						
Cooperates in accomplishing school and district goals and objectives						
Handles problems in a constructive and fair manner						
Works through line/staff relationships when addressing problems						
Offers differing opinions in a constructive and helpful manner						
Demonstrates effective written and verbal communication skills						

Comments:

	EE	ME	DE	IN	U	NA
<b>Overall Summative Performance on applicable items</b>						

**Employee Comments:**

**Supervisor Comments:**

**Employee Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

This evaluation has been discussed with the employee who has been given a copy. Signature acknowledges completion of the evaluation and not necessarily agreement.

**APPENDIX X**



**LOGAN COUNTY SCHOOLS  
CORRECTIVE ACTION/IMPROVEMENT PLAN**

**1. List specific problem(s), item(s) or standard(s) that need improvement:**

**2. The evaluator shall list specifically what job task or behavior the employee needs to change, do or improve:**

**3. List specifically how the employee will attempt to improve:**

**4. List specifically how the Principal/Evaluator will assist in the Corrective Action Plan:**

**5. List the Timeline for the Plan:**

**CORRECTIVE ACTION PLAN CONCLUSION:**

Date:	Satisfactory	Unsatisfactory

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

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