

Campbellsville Independent Schools Certified Evaluation Plan 2023-24

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District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW – Certified Teacher

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of ESSA (Every Student Succeeds Act) flexibility waiver and the state's Race to the Top grant.

*The evaluation criteria and process used to evaluate teachers and other certified professionals shall be explained to and discussed with employees no later than the end of the 30 calendar days of reporting for employment for each school.

Certified Personnel Evaluation Plan

Campbellsville Independent School District

(270) 465-4162

136 South Columbia Avenue

Campbellsville, Kentucky 42718

Kirby Smith—Superintendent

David Petett—Evaluation Contact

Evaluation Plan Development Committee Members and Titles:

<u>Name</u>	<u>Position</u>
Kirby Smith	Superintendent
David Petett	Supervisor of Instruction
Tyler Hardy	CHS Principal
Hannah Jones	CMS Principal
Doretha Sanders	CES Principal
Katie Campbell	Teacher
Susan Dabney	Teacher
Jan Speer	Teacher
Nikki Price	Teacher
Adrienne Hash	Teacher
Paige Cook	Teacher

Professional Growth and Effectiveness System – Certified Teacher

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

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

2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
4. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
5. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice. Principals who are rated ineffective in professional practice and have high, expected, or low overall rating.
6. **Job Category:** A group or class of certified school personnel positions with closely related functions.
7. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets goals.
8. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
9. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
10. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
11. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
12. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
13. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
14. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

For Additional Definitions and Roles, please see [704 KAR 3:370](#), and [KRS 156.557](#)

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning
Environment
Instruction
Professionalism

Specialist Frameworks for Other Professionals

Planning
Environment
Instruction/Delivery of Service
Professionalism

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance

levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

Local District Decision

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

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

All Summative Ratings will be recorded in the district approved forms.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

	Measure	Planning						Environment					Instruction					Professionalism						
	Component	1a-Knowledge of content/ pedagogy	1b-Demonstrate knowledge of students	1c-Setting instructional context on a local level	1d-Demonstrate knowledge of students	1e-Demonstrate knowledge of students	1f-Demonstrate knowledge of students	2a-Creating a safe and effective learning environment	2b-Establishing a positive learning environment	2c-Monitoring and assessing student learning	2d-Monitoring and assessing student learning	2e-Organizing and managing the learning environment	3a-Communicating with students	3b-Questioning and assessing student learning	3c-Engaging students in learning	3d-Using assessment to inform instruction	3e-Demonstrating professional knowledge and skills	4a-Reflecting on teaching practice	4b-Maintaining accurate records	4c-Communicating with parents and community	4d-Participating in professional development	4e-Growing and evaluating professional practice	4f-Sharing professional knowledge	
FRAMEWORK for TEACHING (FfT)	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)						
	Professional	Professional Growth Planning and Self Reflection																						
	Self-Reflection																							
SOURCES OF EVIDENCE To Inform Professional Practice																								

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

Required

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in state approved technology platform.

Local District Decision

Professional Growth Plans will be submitted no later than the end of the first semester and reviewed by the evaluator and the evaluatee by April 30th of the current school year. Self-Reflections will be completed no later than October 1.

Evaluators will approve Professional Growth Plans and Self Reflection by the end of the semester they are submitted in the current school year. For those employees hired after the start of the year, evaluators shall approve self-reflections and professional growth plans before the end of the semester in which they begin their employment.

Ongoing monitoring will take place throughout the year with an annual review taking place no later than April 30th of the current school year.

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor for each certified teacher. Supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

Required

The observation model must fulfill the following minimum criteria:

- A minimum of three observations conducted by the supervisor.
- Final observation is conducted by the supervisor and is a full observation.
- Other Professionals (Media Specialists, Counselors, and Therapists will follow the same cycle as certified teachers.)

Local District Decision

Observers will conduct two mini observations (by the supervisor) of approximately 20-30 minutes each. Because these are shorter sessions, the supervisor will make note of the components observed in order to identify "look fors" in the next mini observation by the supervisor. The final observation is a formal observation conducted by the supervisor consisting of a full class or lesson observation.

Observation Conferencing

Required

Observers will adhere to the following observation conferencing requirements

- Conduct observation post conference within five working days following each observation.

Local District Decision

Mini observations

Shall be unannounced and consist of no written or electronic notification from the evaluator to the evaluatee that the mini conference will take place.

Post Conferences-A written or electronic post conference shall be sent by the evaluator to the evaluatee within 5 days of the observation providing a summary of what was observed as well as look fors in the next mini conference.

Full Observations

Pre-conference-Shall consist of a face to face conference prior to the observation to discuss the look fors and expectations for the lesson (See pre conference form located in this document/or online)

Post Conference-Shall consist of a face to face conference to discuss the findings of the observation and next steps for the evaluatee. This conference shall take place within five working days of the observation.

*See also process for appeals of evaluation.

Timeline for observations

*See observation schedule on page 18 of the CEP.

PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, 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 target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

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Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	

1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
5A - Student Growth	I	D	A	E	

Evidence:

Teacher Signature:	Date:
Administrator Signature:	Date:

POST-OBSERVATION DOCUMENT

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

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

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder	
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,	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified	

Evaluator's Formative Observation Rating:

Measure 1: Planning and Preparation	Rating:				Measure 2: Classroom Environment	Rating:			
A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	A: Creating an Environment of Respect and Rapport	I	D	A	E
B: Demonstrating Knowledge of Students	I	D	A	E	B: Establishing a Culture for Learning	I	D	A	E
C: Selecting Instructional Outcomes	I	D	A	E	C: Managing Classroom Procedures	I	D	A	E
D: Demonstrating Knowledge of Resources	I	D	A	E	D: Managing Student Behavior	I	D	A	E
E: Designing Coherent Instruction	I	D	A	E	E: Organizing Physical Space	I	D	A	E
F: Designing Student Assessment	I	D	A	E					
Measure 3: Instruction	Rating:				Measure 4: Professionalism	Rating:			

A: Communicating with Students	I	D	A	E	A: Reflecting on Teaching	I	D	A	E
B: Using Questioning and Discussion Techniques	I	D	A	E	B: Maintaining Accurate Records	I	D	A	E
C: Engaging Students in Learning	I	D	A	E	C: Communicating with Families	I	D	A	E
D: Using Assessment in Instruction	I	D	A	E	D: Participating in a Professional Community	I	D	A	E
E: Demonstrating Flexibility	I	D	A	E	E: Growing and Developing Professionally	I	D	A	E
Measure 1: Planning Measure 2: Environment Measure 3: Instruction Measure 4: Professionalism Overall Performance Summative Rating:_____					F: Demonstrating Professionalism	I	D	A	E

Teacher's Signature*

Date

Evaluator's Signature

Date

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

All observations should be completed within the following timelines:

- Observations may begin after certified training has been completed within 30 calendar days of reporting to work each school year.
 - Timeline for when observations must be completed:
 - First Observation Window: September 1st-October 15th
 - Second Observation Window: October 16-December 1st
 - Third Observation Window: December 2nd-February 15th
 - Fourth Observation Window: February 16th-April 1st
- *Observation windows may be altered if needed, due to inclement weather days.
- *All observations must be completed by April 1st
- *Tenured teachers and other certified professionals on a three year growth plan cycle will have one mini observation the first year, one mini observation the second year, and a final full observation in year 3 of the cycle.
- *Non-tenured teachers/other certified professionals and teachers/other certified professionals on a one year growth plan or 12-month improvement plan will have two mini-observations by their supervisor, and a final full observation by their supervisor each year until they are tenured or return to a three year growth cycle.
- *For teachers/other certified professionals hired after the start of school, the supervisor will complete a minimum of one full observation and one mini-observation.
- * District may reduce the number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluatees who do not report for work sixty (60) or more consecutive school days. Districts shall include a detailed plan for reduction of minimum observations of teachers or other professional evaluatees who do not report for work sixty (60) or more consecutive school days in the district's system plan and procedures submitted to the department for approval pursuant to Section 3 of the regulation. All certified employees, however must at least have one full and one mini during their summative year.**

Observer Training

All administrators serving as a primary evaluator must complete annual observation training prior to conducting observation for the purpose of evaluation. To ensure consistency of observations, initial certified evaluator training and testing will be provided by the Kentucky Department of Education or an approved provider. All Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation.

The district shall provide training for the purpose of improving consistency, providing useful feedback, reducing bias, and effective interpretation of the observation to evaluatees by August 15 of each school year. If evaluatees are hired after school has started they will be trained within 30 days of employment. A minimum of six (6) hours annually of EILA approved training for evaluators must be completed prior to conducting an observation for the purpose of evaluation. The training allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (KFT) are applied in observation.

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

Products of Practice/Other Sources of Evidence

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

Required

- observations conducted by certified supervisor observer(s)
- self-reflection and professional growth plans

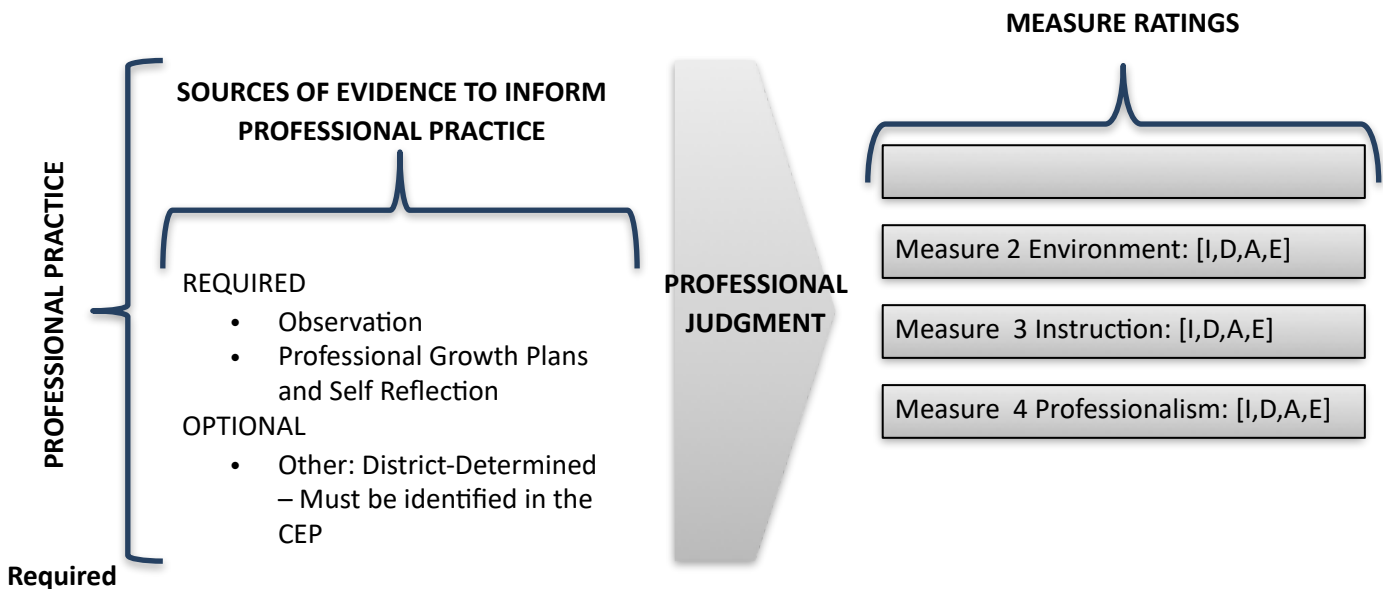
The list below includes other products of practice that may be used as sources of evidence.

- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student data records
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher reflections and/or self-reflections
- ☐ teacher interviews
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher attendance
- ☐ video lessons
- ☐ engagement in professional organizations
- ☐ action research
- ☐ Other: Describe

Rating Professional Practice

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle.



- Provide a performance measure rating for each measure based on evidence.
- All ratings must be recorded in the district approved platform

Determining the Overall Performance Measure

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

- Determine the individual summative ratings through the district-determined rating based on the four performance measures.
- Apply District's Overall Decision Rules for determining an educator's summative rating.
- Requires documentation in writing and in official personal record for summative evaluation (KTIP included)

Criteria for determining a Teacher's Summative Rating:

IF...Measures 2 and 3 are rated ineffective
developing

Then....Summative Rating is ineffective or

IF...Measures 1 and 4 are rated ineffective

Then...Summative Rating is not to be exemplary

IF... two measures are rated developing and two accomplished Then Summative Rating shall be accomplished

IF.. two measures are rated developing and two exemplary Then Summative Rating shall be accomplished

IF.. two measures are rated accomplished and two exemplary Then Summative Rating shall be exemplary

***Evaluator will determine summative performance rating if other rating combinations apply

*Measures are - (1 Planning, 2 Environment, 3 Instruction, and 4 Professionalism)

All performance evidences must be recorded in the district approved platform.

At the conclusion of the Evaluation Cycle, the CEP ensures that evaluatee has the opportunity to submit a written statement in response to the performance measure and that the response is included in the official personnel record

*The overall performance measures will serve as the rating.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS

PROFESSIONAL PRACTICE RATING Appeal Accord Section way it w (2) T (a) Appeals 156.557 evaluati (b) written manner (c) filed wit (d) A	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal set by teacher with evaluator input Formative review annually 		
	ACCOMPLISHED			
	DEVELOPING	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) set by teacher with evaluator input; one must address professional practice Formative review annually. 		
	INEFFECTIVE	ONE YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal determined by evaluator Goals focused on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at midpoint 		

(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; 17 Ky.R. 1874; 2778; eff. 4-9-2001.)

STUDENT GROWTH RATING

CERTIFIED EVALUATION APPEAL PANEL
Campbellsville Independent School District

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

Specified details for implementation of this policy will address these:

1. Two panel members and two alternates will be elected by the certified employees of the district.
2. The board will appoint the third member of the panel along with an alternate.
3. Terms of office for the three (3) members and (3) alternates will be for two years.
4. Employees who believe they are unfairly evaluated can only appeal following a summative evaluation and must do so within five (5) working days of receipt of the evaluation. Evaluatee's request for appeal and explanation of why the evaluation was inaccurate will become part of the evaluatee's official folder.
5. The appeals process for the certified employee (evaluatee) assures the following: the evaluatee's right to a hearing with all documentation being submitted reasonably in advance; the opportunity to review all documentation submitted by both the evaluator and the evaluatee; and, the right to have the presence of a chosen representative for the evaluatee.
6. Appeals must only be on board approved appeal forms & must be submitted to the appeals panel. The form must state that the employee gives permission for his/her evaluation records to be presented to the panel. Copies shall be distributed to: evaluator, evaluatee, superintendent & panel members.

7. No member of the panel shall serve in which he or she was the evaluator. No panel member shall serve on any appeal brought by the member's immediate family, i.e., spouse, children, including step-children living in the household, parents and spouse's parents.
8. The burden of proof shall be on the employee appealing to the panel. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records that support the summative evaluation.
9. The panel shall review all documents presented and shall be allowed to interview both the appealing employee and the evaluator.
10. The panel shall make a recommendation to the district Superintendent within fifteen (15) working days from the date of filing the appeal. Where the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education.
11. On receipt of the panel's recommendation the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
12. The Superintendent shall be allowed to hold a hearing or order a new evaluation by a second certified evaluator as the Superintendent deems necessary. If a new evaluation is made, both evaluations shall be placed in the employee's personnel file. Or, the Superintendent may choose to uphold the original evaluation.
13. If the employee is still dissatisfied with the decision rendered, he/she must use the same forms and request a review by the Kentucky Board of Education.

REQUEST FOR REVIEW BY APPEALS PANEL

The summative phase of my evaluation has been completed with the conference held on _____.

I understand that, if I wish to do so, I must request a review by the appeals panel within five (5) days from the date the conference was held.

I wish to file an appeal for the following reasons:

Permission for release of my personnel records to the appeals panel is attached.

Signature

Date

CERTIFIED EMPLOYEE CONSENT FOR RELEASE OF PERSONNEL RECORDS

I hereby give my permission for the release of my personnel records listed below to:

Name _____

Agency _____

Address _____

Indicate specific records:

Signed _____

Date _____

FOR ADMINISTRATIVE USE

Records were released as requested on _____

Official _____ Signed _____

Administrative

Certified Evaluation Appeals Hearing²⁵ Agenda (NOTE: Hearing proceedings will be audio taped)

Item

Leader

- | | | |
|----|---|-------------|
| 1. | Welcome and Introductions (On record) | Panel Chair |
| | <ul style="list-style-type: none">• Introduce Panel Members• Introduce Participants and Witnesses• Introduce Observers and Others | |

- | | | |
|-------|--|-----------------------|
| 2. | Review Appeals Procedures | Panel Chair |
| 3. | Swearing-in of participants and/or witnesses | Panel Chair |
| 4. | Opening Remarks by Evaluatee and Evaluator | |
| 5. | Begin Evaluatee Testimony | Evaluatee or Attorney |
| | <ul style="list-style-type: none">• Present supporting documents and/or• Present supporting testimony & witnesses | |
| 6. | Questions to evaluator | |
| 7. | Questions to evaluatee from Appeals Panel | Appeals Panel |
| 8. | Begin Evaluator Testimony | Evaluator or Attorney |
| | <ul style="list-style-type: none">• Present supporting documents and/or• Present supporting testimony & witnesses | |
| 9. | Questions to evaluatee | |
| 10. | Questions to the evaluator from Appeals Panel | Appeals Panel |
| <hr/> | | |
| 11. | Closing remarks and questions by evaluatee | Evaluatee or Attorney |
| 12. | Closing remarks and questions by Evaluator | Evaluator or Attorney |
| 13. | Questions to evaluatee and/or evaluator from Appeals Panel | |

14. Concluding remarks and/or hearing closure

Panel Chair

Note: The superintendent, evaluatee, and evaluator shall be notified in writing of the Panel's finding within fifteen (15) working days after the hearing

CAMPBELLSVILLE INDEPENDENT SCHOOL DISTRICT _____ School Year

CORRECTIVE ACTION PLAN

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

Teacher Comments _____

Administrator Comments: _____

Corrective Action Plan	STATUS: Achieved ____ Revised ____ Continued ____
_____ (Teacher Signature) (Date)	_____ (Teacher Signature) (Date)
_____ (Administrator Signature) (Date)	<div>{ 27 }</div> (Administrator Signature) (Date)

***Professional Growth Plan Stages:**

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

Anecdotal Note Worksheet (ANW)

DATE _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

Signature of certified staff member _____

Signature of staff member does not indicate agreement, only that he or she has read the entry and has received a copy.

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

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

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

Professional Growth and Effectiveness System – Principal and Assistant Principal

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
6. **Survey:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers.
7. **IMPACT Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.
8. **Other:** *[Please provide any additional required definitions for this section.]*
9. **For Additional Definitions and Roles, please see the Kentucky Framework for Personnel Evaluation [704 KAR 3:370](#), and [KRS 156.557](#)**

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 (PSEL.)**

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of **Mission Vision and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment, Community of Care and Support for Students; Professional Capacity of School Personnel; Professional for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School**

Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the **10 standards**. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
 - Survey on rotating basis

Professional Practice

Professional Growth Planning and Self-Reflection—completed by principal and assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, achievement, and professional growth needs identified through self-assessment and reflection.

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, achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The principal (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 supervisor 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.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

- All principals and assistant principals will participate in self-reflection and professional growth planning each year.
- All principals and assistant principals will submit their Professional Growth Plan by October 1 of each school year.
- All self-reflection and professional growth plans shall be approved by October 31st of each school year.
- For late hires, self-reflection and professional growth plan will be due no later than the last instructional day in the semester in which they are hired.
- Self-reflection and professional growth plans will be documented in the state approved technology platform.

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals

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

- Site visits are required to be conducted at least twice each year. (Formal site-visits are not required for the assistant principals)
- One (1) site visit will be conducted during the fall semester and one (1) site visit will be conducted during the spring semester.
- The site visits will be applied in a variety of settings.
- The site visits will provide information on a wide range of contributions made by the principal.
- The site visits could range from observing how a principal interacts with others to observing programs and shadowing the administrator.
- The site visits will be connected to the Principal Performance Standards through the post-conference with the superintendent.
- Any principal hired after the school year starts will have a minimum of one site visit during the spring semester.
- Site visits will be documented in the state approved technology platform if available.

Survey Data—completed for principals—not completed for assistant principals

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

- The Survey will be conducted once every two years in the school year that **IMPACT** Kentucky is not administered.
- The District Director of Instruction will be the contact for overseeing and administering a survey.
- The intended use of the survey will include but is not limited to: Professional Growth Planning, Mid-Year Reviews, Site-Visit Conference, Working Conditions Growth Goal Support.
- Access to survey results will be limited to the District Leadership Team.
- For administrators hired after the window for administering a perceptive survey has expired, the survey will be administered in the second semester when possible.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent IMPACT Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a

powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- The Working Conditions Growth Goal will be completed following the completion of the **IMPACT** Kentucky Survey.
- Each principal will set a minimum of one (1) 2-year goal.
- The Working Conditions Goal will be established in collaboration with the superintendent.
- The mid-point review will be conducted at the end of year 1 of the cycle. The superintendent, in collaboration with the principal, will review progress towards the goal and adjust the strategies if needed.
- Principals may supply additional documentation that supports meeting the goal.
- Evidence will be documented in the state approved technology platform.

Working Conditions Growth Goal Statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of **IMPACT** Kentucky.

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

Ineffective	Developing	Accomplished	Exemplary
20% or below the expected outcome.	Within 20% of the expected outcome.	Expected outcome of the goal +/- 5%	+5% of the expected outcome.

Working Conditions Goal Action Plan

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

Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistance principal's practice within the domains. They may include but not limited to:

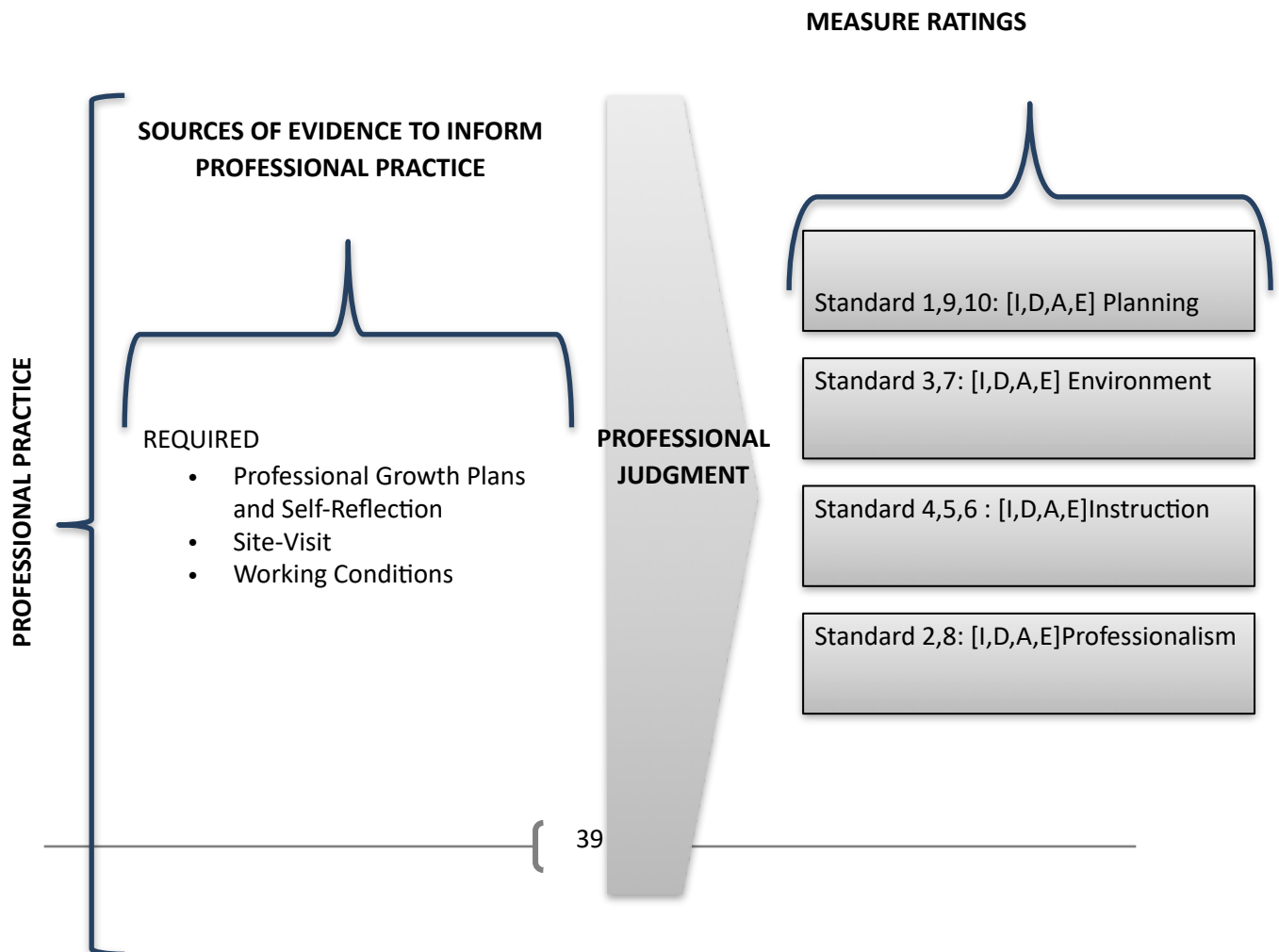
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules

Rating Professional Practice

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle.

- All ratings and evidences will be recorded in the district approved forms.
- 3 years of data (when available) will be used when rating over professional practice for principals.
- Requires documentation in writing and placed in official personal record for summative evaluation.

All ratings for professional practice shall be completed by May 1 of each year.



Apply the District Decision Rules for determining an Summative Professional Practice Rating.

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each measure. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Summative Rating:

Professional Practice Decision Rules

*Measures are - (1 Planning, 2 Environment, 3 Instruction, and 4 Professionalism)

- Determine the individual summative ratings through the district-determined rating based on the four performance measures.
- Apply District's Overall Decision Rules for determining an educator's summative rating.

Criteria for determining a Principal, Assistant Principal and any other district certified employee Summative Rating:

IF...Measures 2 and 3 are rated ineffective	Then....Summative Rating is ineffective or developing
IF...Measures 1 and 4 are rated ineffective	Then...Summative Rating is not to be exemplary
IF... two measures are rated developing and two accomplished	Then Summative Rating shall be accomplished
IF.. two measures are rated developing and two exemplary	Then Summative Rating shall be accomplished
IF.. two measures are rated accomplished and two exemplary	Then Summative Rating shall be exemplary

***Evaluator will determine summative performance rating if other rating combinations apply

At the conclusion of the Evaluation Cycle, the CEP ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that the response is included in the official personnel record

Professional Growth Plan and Summative Cycle

Professional Growth Plan and Summative Cycle

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

Exemplary or Accomplished Rating-Shall have a minimum of a Professional Growth Plan Developed by the Evaluatee.

Developing Rating-Shall have a minimum of a Professional Growth Plan developed by the evaluator and evaluatee.

Ineffective-Shall have a minimum of a professional growth plan, for a duration of up to a year by the evaluator.

Reflective Practice, **IMPACT** KY Working Conditions and Professional Growth Planning Template

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

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

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

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

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

Part B: Principal's **IMPACT** Kentucky Working Conditions Goal

Target Question(s) from **IMPACT** Kentucky Results:

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

Target Performance Standard:

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

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

Working Conditions Growth Goal Rubric:

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

Ineffective	Developing	Accomplished	Exemplary
% and below	%-%	%-%	% and above

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

Part C: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results ☐ Other: ☐ _____

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

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

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

Data Selected	Results

Questions to Consider:

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

Part D: Connecting Priority Growth Needs to Professional Growth Planning

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

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
---	--

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

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

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	<p>Mid-year review conducted on _____ Initials _____</p> <p style="text-align: right;">Principal's</p> <p>Superintendent</p>

Date	Status of Growth Goal(s) – WC, PGP	Revisions/Modifications of Strategies or Action Plans

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

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

Date:	
End-of-Year Data Results (Accomplishments at the end of year.)	Measure 1: Planning 1,9,10 I/D/A/E Measure 2: Environment 3,7 I/D/A/E Measure 3: Instruction 4,5,6 I/D/A/E Measure 4: Professionalism 2,8 I/D/A/E Overall Performance Summative Rating: _____ Data attached
Date:	End of Year IMPACT KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Reflection:

Next Steps:

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

Evaluation forms for Other District Administrators and others

Performance Criteria- Kentucky Framework for Teaching Specialists Frameworks

All district personnel will be evaluated using the Kentucky Framework for Teaching Specialists Frameworks.

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. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual 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.

Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

Professional Growth Planning and Self-Reflection—completed by Other District Administrators and others

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, achievement, and professional growth needs identified through self-assessment and reflection.

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, achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The Other District Administrators and others (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 supervisor 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.

Self-reflection improves Other District Administrators and others practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional

Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

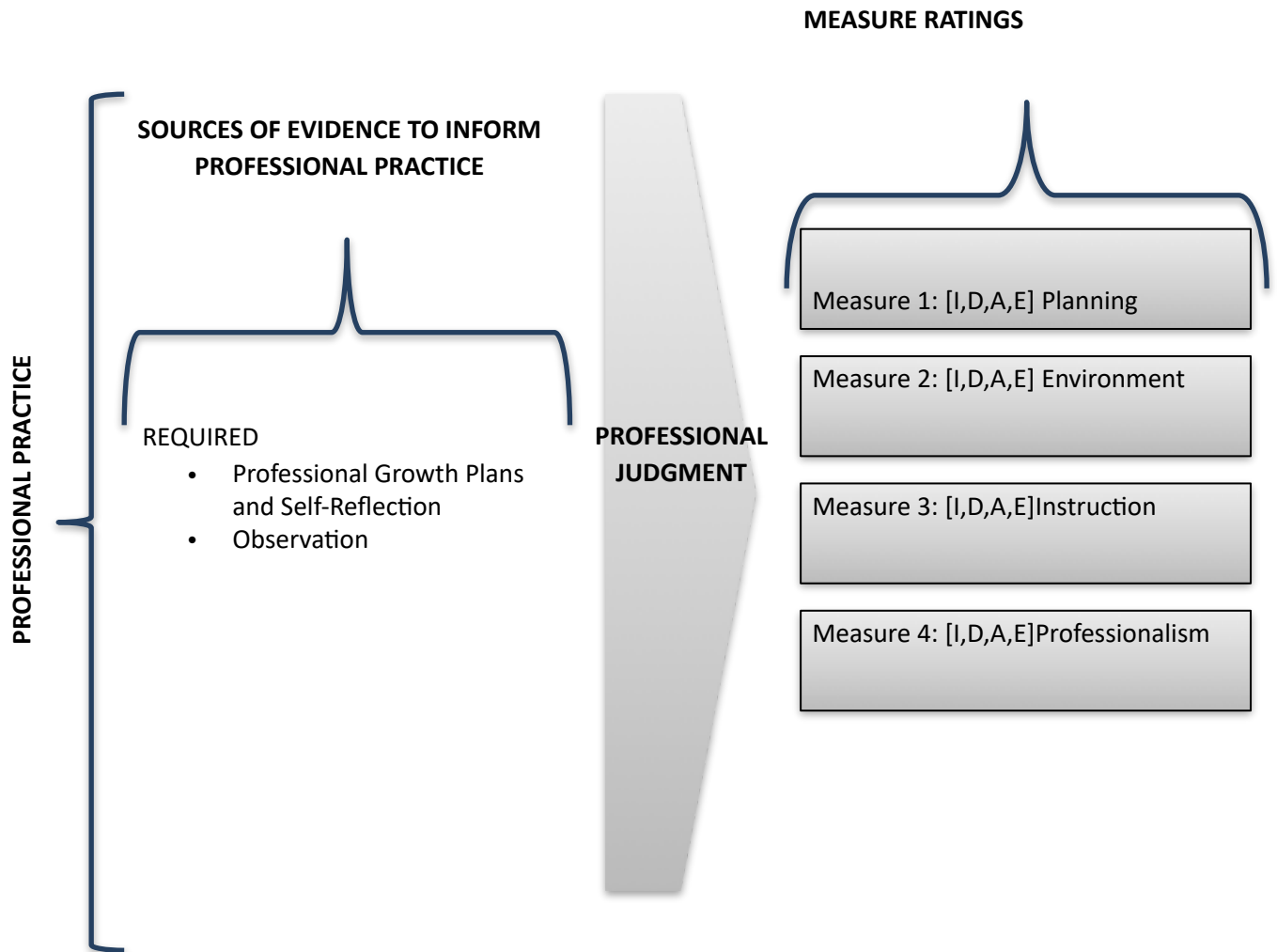
- All Other District Administrators and others will participate in self-reflection and professional growth planning each year.
- All Other District Administrators and others will submit their Professional Growth Plan by October 1 of each school year.
- All self-reflection and professional growth plans shall be approved by October 31st of each school year.
- For late hires, self-reflection and professional growth plan will be due no later than the last instructional day in the semester in which they are hired.
- Self-reflection and professional growth plans will be documented in the state approved technology platform.

Site-Visits – completed by supervisor of Other District Administrators and others

Site visits are a method by which the superintendent may gain insight into the Other District Administrators and others. During a site visit, the superintendent will discuss various aspects of the job with the Other District Administrators and others, and will use the Other District Administrators and others' responses to determine issues they would like to further explore with the Other District Administrators and others' and staff. Additionally, the Other District Administrators and others are provided an opportunity to explain the successes and trials the school community has experienced in relation to school improvement.

- Site visits are required to be conducted at least twice each year.
 - One (1) site visit will be conducted during the fall semester and one (1) site visit will be conducted during the spring semester.
 - The site visits will be applied in a variety of settings.
 - The site visits will provide information on a wide range of contributions made by the other district staff.
 - The site visits could range from observing how an Other District Administrators and others interacts with others to observing programs and shadowing the administrator.
 - The site visits will be connected with the Other District Administrators and others through the post-conference with the superintendent.
 - Any Other District Administrators and others hired after the school year starts will have a minimum of one site visit during the spring semester.
- Site visits will be documented in the state approved technology platform

Process for Determining a Performance Measure for Evaluation forms for Other District Administrators and others



Professional Practice Decision Rules

- Determine the individual summative ratings through the district-determined rating based on the four performance measures.
- Apply District's Overall Decision Rules for determining an educator's summative rating.

Criteria for determining a Principal, Assistant Principal and any other district certified employee Summative Rating:

IF...Measures 2 and 3 are rated ineffective

Then....Summative Rating is ineffective or developing

IF...Measures 1 and 4 are rated ineffective

Then...Summative Rating is not to be exemplary

IF... two measures are rated developing and two accomplished

Then Summative Rating shall be accomplished

IF.. two measures are rated developing and two exemplary

Then Summative Rating shall be accomplished

IF.. two measures are rated accomplished and two exemplary

Then Summative Rating shall be exemplary

***Evaluator will determine summative performance rating if other rating combinations apply

At the conclusion of the Evaluation Cycle, the CEP ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that the response is included in the official personnel record

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Other Professionals	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-				Rationale:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that	I	D	A	E	
1C – Establishing goals for the instructional support program appropriate to the setting and the teachers	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 program integrated with the overall school program	I	D	A	E	
1F – Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C – Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D – Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E – Organizing physical space for workshops or training	I	D	A	E	
3A – Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B – Engaging teachers in learning new instructional skills	I	D	A	E	
3C – Sharing expertise with staff	I	D	A	E	
3D – Locating resources for teachers to support instructional improvement	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B – Preparing and submitting budgets and reports	I	D	A	E	

4C – Coordinating work with other instructional specialists	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Engaging in professional development	I	D	A	E	
4F – Showing professionalism including integrity and confidentiality	I	D	A	E	

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

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

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Professional Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

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

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Practice	I	D	A	E
	4E – Engaging in Professional Development	I	D	A	E

Overall Performance Summative

Measure 1: Planning I/D/A/E Rating: _____
 Measure 2: Environment I/D/A/E
 Measure 3: Instruction (Delivery of Service) I/D/A/E
 Measure 4: Professionalism I/D/A/E

Other Professional Signature:	Date:
Administrator Signature:	Date:

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Library Media Specialist	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-				Rationale:
1A - Demonstrating knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating knowledge of Students	I	D	A	E	
1C – Supporting Instructional Goals	I	D	A	E	
1D – Demonstrating knowledge and Use of Resources	I	D	A	E	
1E – Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F – Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture Learning	I	D	A	E	
2C – Managing Library Procedures	I	D	A	E	
2D – Managing Student Behavior	I	D	A	E	
2E – Organizing physical space	I	D	A	E	
3A – Communicating Clearly and Accurately	I	D	A	E	
3B – Using Questioning and Research Techniques	I	D	A	E	
3C – Engaging Student in Learning	I	D	A	E	
3D – Assessment in Instruction (whole class, one-to-one and small group)	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B – Maintaining Accurate Records	I	D	A	E	
4C – Communicating with School Staff and Community	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Growing and Developing Professionally	I	D	A	E	

4F – Collection Development and Maintenance	I	D	A	E	
4G – Managing the Library Budget	I	D	A	E	
4H – Managing Personnel	I	D	A	E	
4I – Professional Ethics	I	D	A	E	

Measure:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I D A E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practice/instruction that will effectively impact teacher/student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
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Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

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

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Practice	I	D	A	E
	4E – Engaging in Professional Development	I	D	A	E

Overall Performance Summative

Measure 1: Planning	I/D/A/E	Rating: _____
Measure 2: Environment	I/D/A/E	
Measure 3: Instruction (Delivery of Service)	I/D/A/E	
Measure 4: Professionalism	I/D/A/E	

Librarian Signature:	Date:
Administrator Signature:	Date:

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Guidance Specialists/ Counselors/Social Workers	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-				Rationale:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C – Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D – Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E – Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F – Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D – Establishing standards of conduct and contributing to the culture for student behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A – Assessing student needs	I	D	A	E	
3B – Assisting students and teachers in the formulation of academic, personal, social and career plans based on knowledge of student needs	I	D	A	E	
3C – Using Counseling techniques in individual and classroom programs	I	D	A	E	
3D – Brokering resources to meet needs	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	

4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E – Engaging in a professional community	I	D	A	E	
4F - Showing Professionalism	I	D	A	E	

Measure:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I D A E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practice that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 		
Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Professional Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

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

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Practice	I	D	A	E
	4E – Engaging in Professional Development	I	D	A	E

Professional Signature:	Date:
Administrator Signature:	Date:

POST-OBSERVATION DOCUMENT

Professional	
EPSB ID#	
School	
Position	
Observer	
Date of Conference	

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

As I reflect on the lesson/activity, to what extent were students productively engaged? (Component 4A, 1E, 3C)	
Did the students learn what I intended? Were my goals met? How do I know? (Components 1F and 4A)	
If I had the opportunity to repeat this lesson/activity again to this same group of students, what would I do differently? Why? (Component 4A)	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing student needs	I	D	A	E
B: Establishing a culture for productive communication	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: Managing routines and procedures	I	D	A	E	C: Using counseling techniques in individual and classroom programs	I	D	A	E
D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	D: Brokering resources to meet needs	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

Overall Performance Summative Rating: _____

Measure 1: Planning I/D/A/E
Measure 2: Environment I/D/A/E
Measure 3: Instruction (Delivery of Service) I/D/A/E
Measure 4: Professionalism I/D/A/E

Strengths
Areas of Growth

Professional's Signature*	Date	Evaluator's Signature	Date
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*Denotes sharing of results, not necessarily agreement with the formative rating

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Speech Therapist	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A – Demonstrating knowledge and skill in the specialist therapy area holding the relevant	I	D	A	E	
1B – Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C – Demonstrating knowledge of district, state and federal regulations and guidelines	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F – Developing a plan to evaluate the therapy program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B – Organizing time effectively	I	D	A	E	
2C – Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D – Establishing standards of conduct in the treatment center	I	D	A	E	
2E – Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A – Responding to referrals and evaluating student needs	I	D	A	E	
3B – Developing and implementing treatment plans to maximize student success	I	D	A	E	
3C – Communicating with families	I	D	A	E	
3D – Collecting information; writing reports	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B – Collaborating with teachers and administrators	I	D	A	E	

4C – Maintaining an effective data management system	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing professionalism including integrity, advocacy and maintaining confidentiality	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Environment	2A	2B	2C	2D	2E		
Delivery of Service	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I D A E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practice/instruction that will effectively impact teacher/student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
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Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Professional Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

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

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Practice	I	D	A	E
	4E – Engaging in Professional Development	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

POST-OBSERVATION DOCUMENT

Professional	
EPSB ID#	
School	
Position	
Observer	
Date of Conference	

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

As I reflect on the lesson/activity, to what extent were students productively engaged? (Component 4A, 1E, 3C)	
Did the students learn what I intended? Were my goals met? How do I know? (Components 1F and 4A)	
If I had the opportunity to repeat this lesson/activity again to this same group of students, what would I do differently? Why? (Component 4A)	

Measure 2: The Classroom	Rating:				Measure 3:	Rating:			
A: Establishing Rapport with Students	I	D	A	E	A: Responding to Referrals and	I	D	A	E
B: Organizing Time Effectively	I	D	A	E	B: Developing and Implementing Treatment Plans to Maximize Student	I	D	A	E
C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	C: Communicating with Families	I	D	A	E
D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	D: Collecting Information; Writing	I	D	A	E
E: Organizing Physical Space for Testing of Students and Providing	I	D	A	E	E: Demonstrating Flexibility and	I	D	A	E

Overall Performance Summative

Measure 1: Planning I/D/A/E Rating: _____
 Measure 2: Environment I/D/A/E
 Measure 3: Instruction (Delivery of Service) I/D/A/E
 Measure 4: Professionalism I/D/A/E

Strengths	Areas of Growth

Professional's Signature* _____ Date _____ Evaluator's Signature _____ Date _____

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

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

School Psychologist	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-				Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development 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	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with National Association of School psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	

4E- Engaging in professional development	I	D	A	E	
4F- Showing professionalism	I	D	A	E	

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practice/instruction that will effectively impact teacher/student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
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Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Professional Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

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

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Practice	I	D	A	E
	4E – Engaging in Professional Development	I	D	A	E

Professional Signature:	Date:
Administrator Signature:	Date:

POST-OBSERVATION DOCUMENT

Professional	
EPSB ID#	
School	
Position School Psychologist	
Observer	
Date of Conference	

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

As I reflect on the lesson/activity, to what extent were students productively engaged? (Component 4A, 1E, 3C)	
Did the students learn what I intended? Were my goals met? How do I know? (Components 1F and 4A)	
If I had the opportunity to repeat this lesson/activity again to this same group of students, what would I do differently? Why? (Component 4A)	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom	Rating:				Measure 3: Instruction	Rating:			
A: Establishing Rapport with Students	I	D	A	E	A: Responding to Referrals and Evaluating Student	I	D	A	E
B: Organizing Time Effectively	I	D	A	E	B: Developing and Implementing Treatment Plans to Maximize Student Success	I	D	A	E
C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	C: Communicating with Families	I	D	A	E
D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	D: Collecting Information; Writing Reports	I	D	A	E
E: Organizing Physical Space for Testing of Students and Providing	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Strengths	Areas of Concern

Measure 1: Planning I/D/A/E
Measure 2: Environment I/D/A/E
Measure 3: Instruction (Delivery of Service) I/D/A/E
Measure 4: Professionalism I/D/A/E

Overall Performance Summative Rating: _____

{ 71 }

Professional's Signature*

Date

Evaluator's Signature

Date

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

Team: The team will include the principal, resource teacher, district staff member, and new teacher.

Observations for Option 6 Teachers: A new teacher that are an option 6 candidate will complete the guidelines and requirements that are set out by the university that they are enrolled. Option 6 teachers will also complete the components of the Campbellsville Independent Schools New Teacher Program.

Observations for Traditional Teachers: New teachers that follow a traditional teacher certification will complete the components of the Campbellsville Independent Schools Certified Evaluation Plan. In addition the new teacher will complete 4 minis with their assigned resource teacher and/or district administrator.

In class/out of class time

- In Class Hours (12 hours- 6 per semester)
 - Class Time
 - Planning Time
 - Minis – 4 (2 prior to Christmas Break and 2 prior to April 1)
- Out-of-Class Time (20 hours- 10 per semester)
 - Time should be documented
 - Time spent after normal school hours
- Leadership Project
 - Collaborative and beyond the classroom experience
 - Based on the needs of the students and staff
 - Approved by the Team
- New Teacher Meetings
 - All new teachers will meet regularly with veteran teachers and administrators
 - Team meetings each nine weeks
- Job Shadowing
 - All new teachers will spend time job shadowing teachers determined by the team