

Certified Personnel Evaluation Plan 2026-2027

Carlisle County Schools
Bardwell, Kentucky

Tom Radivonyk, Superintendent

Approved by the Carlisle County Board of Education on 05/18/26.

**CARLISLE COUNTY SCHOOLS
PROFESSIONAL GROWTH & EVALUATION OF
CERTIFIED PERSONNEL**

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ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

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

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

Name:	Title:
DeeAnne Daughaday	Supervisor of Instruction
Tosha Arnold	Middle School Principal
Kate Lambert	Elementary School Principal
Michael Cole	DPP/Transportation Director
Angela Gilbert	High School Principal
Hunter Burge	Middle School History Teacher
Chelsey Ellegood	Preschool Teacher
Sawyer Rambo	Middle/High Social Studies Teacher
Mercedes Brahman	High School Agriculture Teacher
Christy Elder	Elementary School Teacher

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

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

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

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

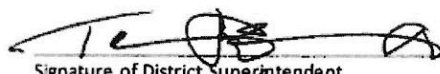
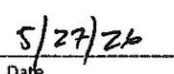
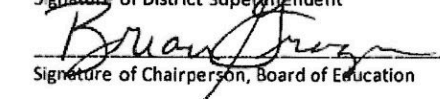
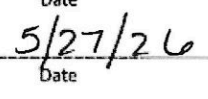
This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____ (704 KAR 3:370)

	
Signature of District Superintendent	Date
	
Signature of Chairperson, Board of Education	Date

Certified Evaluation Contact Person

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

DeeAnne Daughaday
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Bardwell, KY 42023
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2025-26 Certified Evaluation 50/50 Committee

Teachers

Mercedes Brahman
Christy Elder
Sawyer Rambo
Chelsey Ellegood
Hunter Burge

Administrators

DeeAnne Daughaday
Tosha Arnold
Michael Cole
Kate Lambert
Angie Gilbert

Carlisle County Schools Certified Evaluation Plan

Certified Evaluation Plan

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly. Tenured teachers will be evaluated at least every five years following the requirements of the certified evaluation plan. Teachers on a Corrective Action Plan will be evaluated yearly. School level administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the certified evaluation plan. District level administrators will be evaluated at least once every five years. Additional summative evaluations MAY be performed at the direction of the immediate supervisor on an individual basis by the criteria set forth in [KRS.156.557](#).

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month (30 days) of reporting for employment. This shall occur prior to the implementation of the plan.

The Carlisle County Board of Education appraises the performance of the Superintendent. Opportunities for the professional growth of the Superintendent will be provided pursuant to **KRS 156.111** and [704 KAR 3:345](#).

Roles and Definitions

- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **Administrator:** means an administrator who devotes most employed time to the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
- **Assistant Principal:** A certified school personnel member who devotes most employed time to the role of assistant principal, for which administrative certification is required by EPSB.
- **Certified Administrator:** A certified school personnel, other than the principal or assistant principal, who devotes most time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel:** A certified employee, below the level of the superintendent, who devotes most time to a position in a district for which certification is required by EPSB.
- **Conference:** means a collaborative meeting involving the evaluator and the evaluatee for the purposes of providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
- **Corrective Action Plan:** means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
- **Evaluatee:** District/School personnel that are being evaluated.
- **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in each teaching and learning or leadership and management situation, based

on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.

- **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2.
- **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
- **Formative evaluation:** defined by KRS 156.557(1)(a). A continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
- **Framework for Teaching (Danielson):** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
- **Full Observation:** an observation conducted by the immediate supervisor that lasts a full class period and will include ratings in all four domains.
- **Immediate Supervisor:** the person who provides supervision to personnel, and the person you will report to regarding your performance.
- **Job Category:** means a group or class of certified school personnel positions with closely related functions.
- **Mini Observation:** an observation conducted by the immediate supervisor or peer, that lasts a minimum of 20 minutes and will include domains 2 & 3. Feedback may be given in domains 1 & 4 but is not required. Ratings will be given by the immediate supervisor only. Peers will not give ratings.
- **Observation:** data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
- **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
- **Observer:** the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
- **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Observee:** the teacher being observed during an observation.
- **Peer observation:** observation and documentation by trained certified school personnel below the level of principal or assistant principal.
- **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Rating:** the summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **Principal:** certified school personnel who devote most of their time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

- **Professional Growth Plan:** an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes:(a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator;(b) Objectives or targets aligned to the goals;(c) An action plan for achieving the objectives or targets and a plan for monitoring progress;(d) A method for evaluating success; and(e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- **Professional Practice:** the demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.
- **Professional Practice Rating:** the rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- **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.
- **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 [8 and 10] of this administrative regulation.
- **Summative Evaluation:** defined by KRS 156.557(1)(d).
- **Teacher:** certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- **TELL 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.

Certified Evaluation System

The evaluation of certified personnel is a crucial tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The evaluation process is used to determine the effectiveness of an employee's performance, while providing encouragement and support for continuous professional growth and improved instruction.

The Framework for Teaching and the [Kentucky Framework for Teaching: Specialist Framework for Other Professionals](#) are designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide a structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's or other professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also consider how educators respond to or apply additional support and resources designed to promote student learning and their own professional 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.

Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the domains. Other sources of evidence that can be used to support educator practice may include, but are not limited to: (O = optional, **R = required**)

team-developed curriculum units (O)	lesson plans (R)	student work (O)
communication logs (O)	minutes from PLCs (O)	teacher interviews (O)
student data records (O)	parent engagement surveys (O)	
teacher committee or team contributions (O)	action research (O)	
walkthrough data (O)	video lessons (O)	
engagement in professional organizations (O)	teacher reflections and/or self-reflections (R)	
records of student and/or teacher attendance (R, maintained by the district)		
timely, targeted feedback from mini or informal observations (O)		
student formative and/or summative course evaluations/feedback (O)		

All components and sources of evidence supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category. Optional information may be included at either the evaluator or evaluates's request or discretion.

Professional Growth Planning

Reflective practices and professional growth planning are iterative processes.

The teacher shall:

- (1) reflect on his/her current growth needs based on multiple sources of data and identify an area of focus.
- (2) collaborate with his or her administrator to develop a professional growth plan and action steps.
- (3) implement the plan.
- (4) regularly reflects on the progress and impact of the plan on his or her professional practice.
- (5) modify the plan as appropriate.
- (6) continued implementation and ongoing reflection.
- (7) conduct a summative reflection on the degree of goal attainment and the implications for the next steps.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through 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. All teachers and other professionals will participate in self-reflection and professional growth planning annually, and they will document their professional growth planning in the department-approved technology platform or district form.

The following guidelines apply to Professional Growth Planning and Self-Reflection:

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals will document self-reflection and professional growth planning by September 30th of each year (individual buildings may set earlier submission dates) and will align with the school and/or district improvement plan.
- Summative statement of self-reflection on professional growth plan will be submitted no later than May 1 of each year.

Observations

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor observation for each certified teacher. Both peer and supervisor observations will use the same instruments. Observers should review the framework and guidance documents associated with Other Professionals, Preschool and Special Education prior to the observation. 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 the summative rating. The rationale for observations is to encourage continued professional learning in teaching and

learning through critical reflection. For some categories of Other Professionals, observations may look more like a workplace visit to meet the confidentiality needs of their work.

There will be a minimum of two (2) observations in the summative year cycle for Tenured Teachers and Other Professionals completed by the individual's supervisor or designee. Peer observation is optional.

Non-Tenured Teachers and Teachers on a Corrective Action Plan will be on a one-year summative cycle. There will be at least two (2) full observations in the summative cycle for Non-Tenured Teachers.

Tenured Teachers and Other Professionals will be on a five-year, summative cycle. An optional peer observation may be conducted during the summative year.

Observation Conferencing

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

- Pre-conferences for scheduled full observations are required and may be written, sent by email or in person, and the pre-conference form shall be submitted at least one day prior to the observation.
- Post-conference shall be held in person within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and will occur no later than May 1.

Summative Evaluation Conference

The summative evaluation conference shall occur after all observations have been completed and all sources of evidence have been considered. This includes professional growth planning/self-reflection, full observations, and any other evidence deemed relevant for determining the overall effectiveness rating for the teacher. The summative evaluation will be in writing on the district summative evaluation form. A copy of the evaluation shall be given to the evaluatee.

Evaluator Training

All administrators serving as a primary evaluator for certified teachers or other school level professionals must complete the following training requirements prior to conducting observations/workplace visits for the purpose of evaluation:

1. A minimum of six (6) hours annually of the personnel evaluation system approved by the Effective Instructional Leadership Act (EILA). At minimum training in effective observation and conferencing techniques, providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques, KRS 156.557, shall occur yearly.
2. The initial certified evaluation training and testing provided by the Kentucky Department of Education, or a provider approved by the department shall be completed by ANY first-year evaluators

Third-Party Observer Process

If requested by the teacher, observations may be conducted by another administrator who has completed the required certified evaluation training. The selection process of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Summative Ratings

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. 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 (using appropriate framework) in relation to performance described under each Domain at the culmination of an educator's cycle. The evaluator will determine, based on evidence, a summative rating for each performance measure (Planning, Environment, Instruction, and Professionalism).

Determining the Summative Rating

Evaluators are responsible for determining a Summative Rating for each certified teacher at the conclusion of the summative evaluation year. The Overall Performance Category/ Summative Rating is determined by the evaluator based on the teacher's ratings on each measure. Using the sources of evidence for teachers, evaluators will use professional judgment to determine a rating for each measure.

Four Measures Used to Reach Summative Rating for all Certified Non-Administrative Employees

Measure 1	Planning
Measure 2	Environment
Measure 3	Instruction
Measure 4	Professionalism

Table 1: Criteria for Educator’s Summative Rating

Minimum Criteria for Determining an Educator’s Overall Performance Category/ Summative Rating	
If...	Then...
Measures 2 or 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Summative Rating shall be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is determined by the educator’s ratings on professional practice (see Table 1). The summative ratings shall be recorded in the district-approved technology platform or district-approved document.

Other Professional

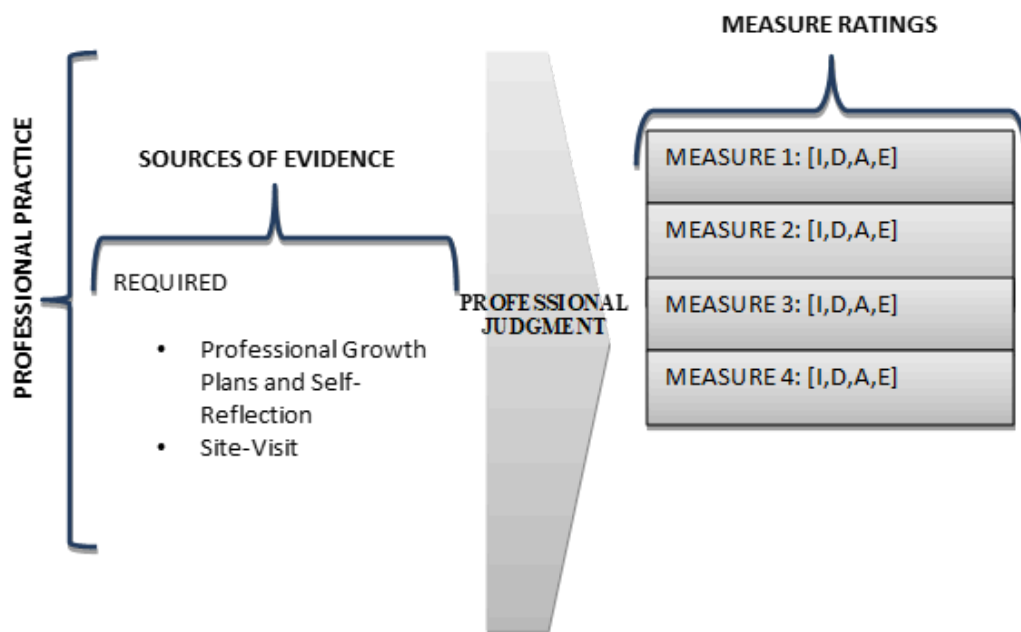
The Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals are designed for the unique professional responsibilities of these specialists. Each framework consists of research-based sets of components of practice that are consistent with the Kentucky Framework for Teaching. The Instructional practices are divided into multiple standards clustered into four domains of responsibility:

Other Professionals will follow the same evaluation procedures and timeline as certified teachers.

Determining the Summative Rating for Other Professionals

Supervisors are responsible for determining a Summative Rating for each Other Professional at the conclusion of the summative evaluation year. The Summative Rating is determined by the educator’s ratings on Other Professional Summative Rating Chart below. The summative ratings shall be recorded in the district-approved technology platform or district-approved document.

Measure 1	Planning
Measure 2	Environment
Measure 3	Instruction
Measure 4	Professionalism



Other Professional Overall Summative Rating

Minimum Criteria for Determining an Other's Professional Overall Performance Category/ Summative Rating	
If...	Then...
Measures 2 or 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Year-at-a-Glance Activity for Certified Teachers & Other Professionals

Table 2: Year-at-a-Glance Activity	Timeline	Staff Responsible
Professional Growth Plan (PGP) - Develop, Revise and/or Review PGP - Submit in District-approved document/technology platform for Review & Approval with revisions as needed	September 30	Teacher & Immediate Supervisor as Collaborative Partners
PGP Approval	September 30	Immediate Supervisor
PGP Final Review of Evidence	May 1	Immediate Supervisor
Full Observations for One (1) Year Summative Cycle 1st Observation/ Full class period (non-tenured) 2nd observation/ Full class period (non-tenured) -Observations must be documented in District-approved document/technology platform *Provide teacher/ Central Office summative copies	-End of first semester -by May 1	Immediate Supervisor
Full Observations for Five (5) Year Summative Cycle 1st observation /Full class period 2nd observation/ Full class period -Observations must be documented in District-approved document/technology platform	By May 1	Immediate Supervisor
All summative documentation turned into board office	By June 30	Immediate Supervisor

Principal and Assistant Principal Certified Evaluation

*At this time there are no assistant principals employed at Carlisle County Schools. Should an assistant principal be hired at any time, they will follow the same rules for evaluation as a principal.

Professional Standards for Educational Leaders

The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they promote the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities, and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel

7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. They, and the Standards that represent them, can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all the clusters, which together reflect a theory of how educational leader practice influences student achievement.

As shown in Figure 1 below, at the core, students learn when educational leaders foster safe, caring, and supportive school learning communities and promote rigorous curricula, instructional, and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports—the professional capacity of teachers and staff, the professional community in which they learn and work, family and community engagement, and effective, efficient management and operations of the school. In all their work, educational leaders are driven by the school’s mission, vision, and core values. They are called to act ethically and with professional integrity. And they promote equity and cultural responsiveness. Finally, educationally effective leaders believe their school can always be better. To realize their schools’ visions of student learning and stay true to their schools’ core values, educational leaders subject every realm of the school to improvement, including themselves and their own work. They are tenacious change agents who are creative, inspirational, and willing to weather the potential risks, uncertainties, and political fall-out to make their schools places where each student thrives. Figure 1 illustrates how the Standards fit into this theory, showing each by its number (e.g., S1, S2). While the primary focus of the Standards is on leaders in administrative roles, the Standards recognize that effective school leadership is not the sole province of those in such roles. Leadership work for effective schools can be performed by many within a school, particularly teachers. Administrative leaders play a crucial role in the effective development and exercise of leadership school wide. Therefore, the Standards reflect the importance of cultivating leadership capacity of others.

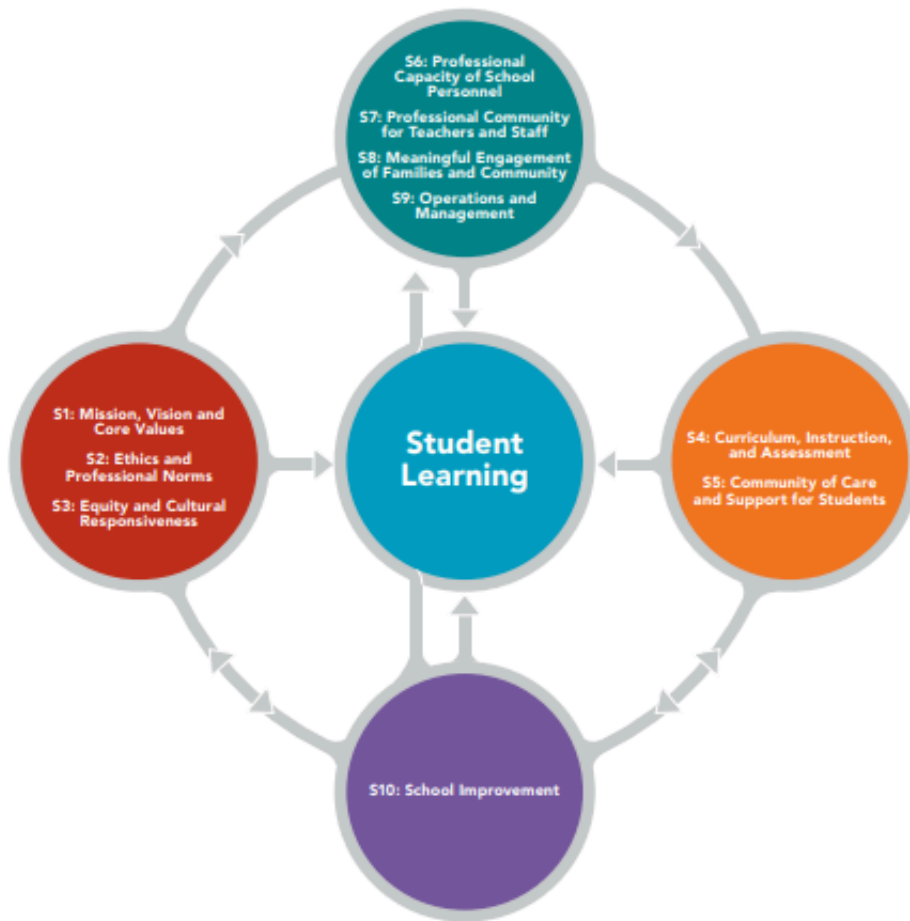


Figure 1

Figure 2 presents a “theory-of-action” of the ways that professional standards can guide educational leadership practice and promote its outcomes. This theory of action also indicates how these professional standards can be effectively used. Standards have a direct influence on members of the profession by creating expectations and setting directions for the practice of educational leaders. They have indirect influence on educational leadership by helping to shape the actions and support provided to members of the profession by professional associations and the system of supporting institutions involved in educational leader preparation and development. They also have indirect influence on educational leadership by serving as a foundation for policy and regulations regarding the profession and its practice, including those related to educational leader preparation, certification, professional development, and evaluation. Moreover, standards shape public expectations for the profession, policy, and for supporting institutions which also affect practice.

More specifically, the Standards can be a guiding force to states and leadership preparation programs as they identify and develop the specific knowledge, skills, dispositions, and other characteristics required of educational leaders to achieve real student success in school. With consideration of variations necessitated by local contexts, states can use the Standards to ensure that policies and programs set consistent expectations for educational leaders over the course of their careers, from initial preparation, recruitment and hiring, to induction and mentoring, to evaluation and career-long professional learning. The Standards can guide the operationalization of practice and outcomes for leadership development and evaluation.

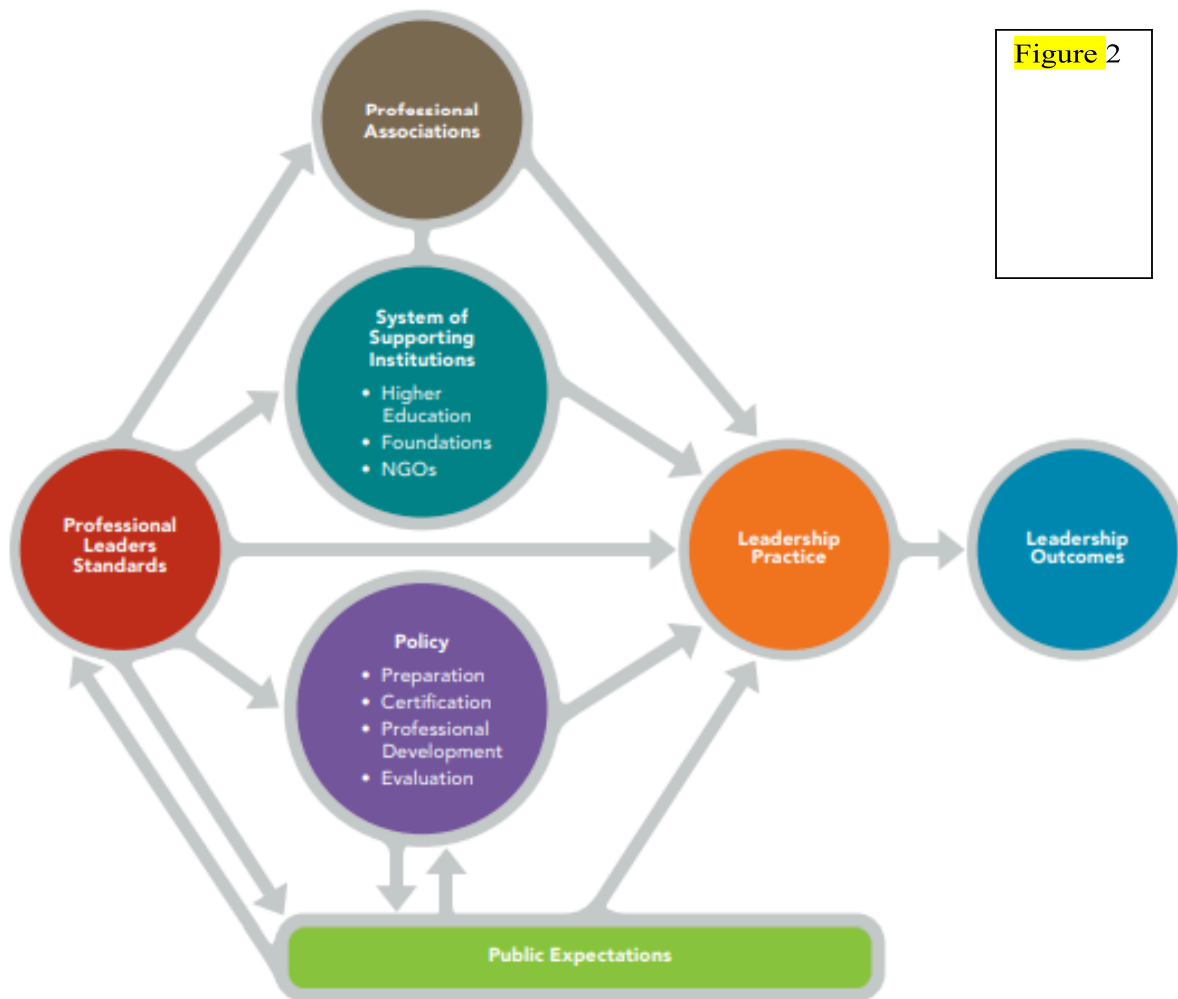
The high turnover rate of educational leaders nationwide points to the complexities, responsibilities, and relentless pressures of the job, and such turnover derails improvement efforts necessary for student learning. Whether they are first-year novices or veterans of the profession, educational leaders need ongoing support to succeed in a job that is dramatically changing. The nature and qualities of work articulated in the Standards serve as a foundation for high-quality professional development opportunities so that educational leaders can continually develop and refine their abilities to excel at their work.

As foundational principles of leadership, the Standards can also inform the work of central office administrative leaders and school boards. They communicate what is important about leadership both at the school and district levels. They serve as a guide for central office leaders to develop systems of development, support, and accountability for school-level leadership, ensuring that the central office functions to serve the needs of schools in ways that are beneficial to students.

Finally, the Standards are an anchor document upon which related products can be developed. They helped to shape the National Educational Leadership Preparation Standards (NELP), formerly the Educational Leadership Constituent Council Standards (ELCC), and the Accreditation Review Process. These guide the preparation of aspiring educational leaders and the process by which preparation programs seek accreditation from the Council for the Accreditation for Educational Preparation (CAEP). The Standards are also the foundation for the Model Principal Supervisor Professional Standards.

The Professional Standards for Educational Leaders should not be a static document. As professional standards they should be regularly reviewed and revised to accurately reflect an evolving understanding of and expectations for the work. Their adoption and implementation should be monitored, and their influence on the profession and the practice of educational leadership should be evaluated. There are issues of implementation that deserve examination, among them the effective application of the Standards across levels of schooling, educational locales and contexts, and career phrases. Knowledge from such an inquiry will be instrumental in keeping the Standards meaningful and alive.

Schools and school districts need effective leaders like before to take on the challenges and opportunities facing education today and in the future. The Standards paint a rich portrait of such a leader, one whom our students are counting on to help them reach their full potential. They should not have to wait any longer.



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

- Professional Growth Planning
- Site-Visits

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

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources (e.g., surveys)

Summative Rating

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

Professional Growth Planning– completed by principals & assistant principals.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. (See Table 3);

TABLE 3: PROFESSIONAL GROWTH PLAN

Professional Growth Plan (PGP) Principals and Assistant Principals			
Activity	Timeline	Responsible Staff	Resource
Develop PGP	By September 30 th in district-approved technology platform or document Within 30 calendar days after hire date for late hires	Principal in collaboration with Superintendent or Designee Assistant Principal in collaboration with the principal	- <i>Reflective Practice</i> - <i>Professional Growth Planning Template</i> - Survey Results (i.e., TELL//Other) -Performance Standards
Final PGP Documentation and Artifacts	By May 1	Principal with Superintendent or Designee Assistant Principal with Principal Evaluator Reviews PGP Evidence prior to Summative Evaluation	-Reflective Practice, and Professional Growth Planning Template -- Survey Results (i.e., TELL//Other) -Performance Standards
Principals and Assistant Principals hired during the school year shall complete their self-reflection and professional growth plan within 30 calendar days of their start date.			

Site-Visits – completed by supervisor of the principal or designee

Site visits are a method by which the superintendent, or designee, may gain insight into the principal's practice in relation to the standards. Principals will be evaluated annually. Formal site visits are not required for an assistant principal. During a site visit, the superintendent, or designee, will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Also, the principal may explain the successes and trials the school community has experienced in school improvement.

(See Table 4)

TABLE 4: PRINCIPAL SITE VISITS

Principal Site Visits	
Activity	A minimum of one (1) formal site visit shall occur annually
Location	School site
Timeline	Visit #1 prior to mid-year review (Jan. 31st). Late hires will have their first visit adjusted as needed.
Superintendent or Designee	Schedule & conduct each site visit Complete Observation/Site Visit Form (See Appendix) Schedule & conduct post-conferences /within 5 days following site visit /mid-year review/summative conference
Resource	Observation/Site Visit Form (see Appendix) Professional Standards for Educational Leaders Other evidence: surveys, self-reflection, PGP, SGG
Conference Expectations	Reference the Observation/Site Visit Form suggested guiding questions/prompts for Performance Standard conversations Superintendent/Designee shall provide feedback on: PSELs /PGP/ principal practice/additional supporting evidence Post-conferences following the site visits shall occur within five school days
Site Visits Connected to Performance Standards	Superintendent/Designee shall gain insight and provide feedback on Performance Level of PSELs from observation, evidence, and conversation

Determining the Overall Performance Category/ Summative Rating

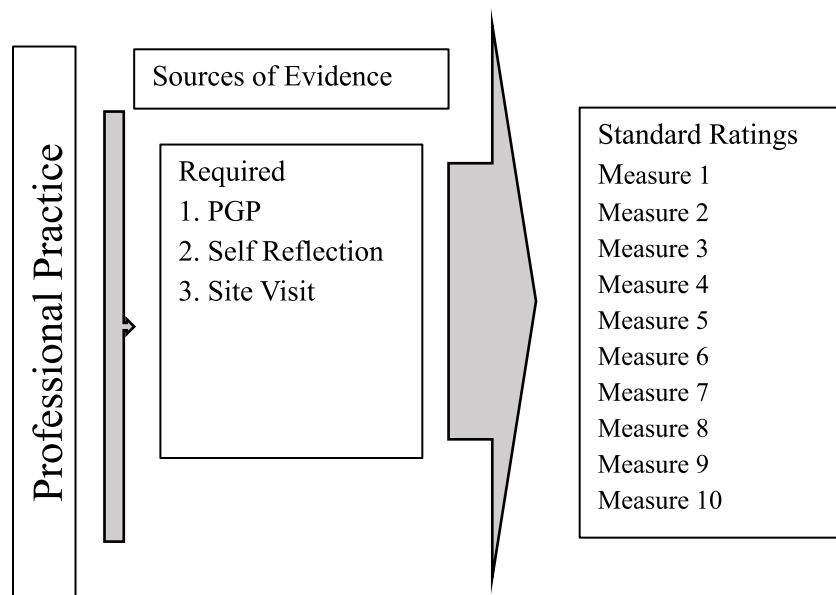
Evaluators are responsible for determining an Overall Performance Category/ Summative Rating for each principal/assistant principal at the summative evaluation year's end. The Overall Performance Category/ Summative Rating is determined by the evaluator based on the principal's ratings on each measure. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each measure.

Determining the Overall Performance Category/ Summative Rating

Evaluators are responsible for determining an Overall Performance Category/ Summative Rating for each principal/assistant principal at the summative evaluation year's end. The Overall Performance Category/ Summative Rating 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.

Standard 1	Mission, Vision, and Core Values
Standard 2	Ethics and Professional Norms
Standard 3	Equity and Cultural Responsiveness
Standard 4	Curriculum, Instruction, and Assessment
Standard 5	Community of Care and Support for Students
Standard 6	Professional Capacity of the School Personnel

Standard 7	Professional Community for Teachers and Staff
Standard 8	Meaningful Engagement of Families and Community
Standard 9	Operations and Management
Standard 10	School Improvement



If...	Then...
Principal or Assistant Principal is rated Exemplary in at least eight (8) of the measures and no measure is rated Developing or Ineffective	Summative Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least six (6) of the measures and no measure is rated Ineffective	Summative Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five (5) of the measures	Summative Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in 6 (six) or more measures	Summative Rating shall be Ineffective

Summative Evaluation

The summative evaluation conference shall occur after all sources of evidence have been considered. This includes professional growth planning/self-reflection, site-visits, surveys, and other evidence deemed relevant for determining the overall effectiveness rating for the principal/assistant principal.

The summative evaluation will be in writing on the district summative evaluation form. A copy of the evaluation will be given to the evaluatee.

Other Administrators

District administrators who are not principals and assistant principals and not the Superintendent shall be evaluated using these measures on a 5-year cycle:

Performance will be rated for each measure of Planning, Instruction, Environment, and Professionalism according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

These criteria are based on the Professional Standards for Educational Leaders (PSEL, see pg. 28). The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. (Professional Standards for Education Leaders, 2015. Reston, VA)

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

CRITERIA FOR DETERMINING A DISTRICT LEVEL ADMINISTRATOR'S OVERALL SUMMATIVE RATING

If...	Then...
District Level Administrator is rated Exemplary in at least eight (8) of the measures and no measure is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
District Level Administrator is rated Accomplished in at least six (6) of the measures and no measure is rated Ineffective	Professional Practice Rating shall be Accomplished
District Level Administrator is rated Developing in at least five (5) of the measures	Professional Practice Rating shall be Developing
District Level Administrator is rated Ineffective in six (6) or more measures.	Professional Practice Rating shall be Ineffective

The summative form will be completed by May 1 for those with a continuing contract on a 5-year cycle and kept on file at the district office.

Summative Evaluation

The summative evaluation conference shall occur after all sources of evidence have been considered. This includes professional growth planning/self-reflection, site-visits, surveys, and other evidence deemed relevant for determining the overall effectiveness rating for the other district administrator. The summative evaluation

will be in writing on the district summative evaluation form. A copy of the evaluation will be given to the evaluatee.

All personnel evaluated will be given a chance to review their summative evaluations. All written evaluations shall be discussed with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form. Both the evaluator and evaluatee shall sign and date the evaluation instrument. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. All ratings must be recorded on a department-approved technology platform. Summative ratings will be completed by May 1 and will be used to determine the type of professional growth plan to be developed.

Determining the Professional Growth Plan and Summative Cycle

Professional Growth Plans must be completed annually by September 30.

CARLISLE COUNTY SCHOOLS APPEALS PROCESS

APPEALS PANEL

An Appeals Panel shall be established in accordance with KRS Chapter 156.557 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the district's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The Board of Education shall appoint one certified employee and one alternate certified employee to the panel. The chairperson of the panel shall be the certified employee appointed by the Board.

Two panel members shall be elected by and from the district's certified employees. Two alternatives shall also be elected by and from certified employees, to serve in the event an elected member cannot serve. Each certified employee has the right to be nominated and to vote in the process.

Of those certified employees on the ballot, the two (2) people receiving the highest number of votes from all certified staff will be the elected members of the Appeals Panel with the persons being third (3) and fourth (4) serving as alternates. If it is not possible to establish a panel, due to conflicts of interest, a special election for elected positions will be held in a timely manner.

All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be reappointed or reelected.

No Panel member shall serve on any Appeal Panel for which she/he was the evaluator. A Panel Member shall not hear an appeal filed by his/her immediate supervisor. Panel Members with friendship ties to either appealing party shall request to be replaced by an alternative Panel Member.

Whenever a Panel Member or a Panel Member's immediate family appeals to the Panel, the member shall not serve on the Panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparents, and corresponding in-laws.

APPEALS PROCESS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel within ten (10) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing. The appeal shall be signed and written on a form prescribed by the Superintendent.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel. The Appeal must be in accordance with the following procedures:

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

APPEALS HEARING

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and the evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all the evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator, as necessary.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

According to 156.557 Section 9,

- (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- (2) The appeal procedures shall be as follows:
 - (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - (c) A brief, written statement, and other document which a party wants to consider by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - (d) A decision of the appeals panel shall be made within fifteen (15) working days after the review.
 - (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**CARLISLE COUNTY SCHOOLS
APPEALS PANEL HEARING REQUEST FORM**

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

I respectfully request that the Carlisle County School District Evaluation Appeals Panel hear my appeal. This appeal challenges the summative findings on (check one of the following):

_____ Substance _____ Procedure _____ Both Substance & Procedure

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

If additional space is needed, please attach an extra sheet.

Signature Date

Date of Summative conference _____

Date evaluator notified of intent to appeal _____

Signature of Evaluator Date

This form shall be presented in person or by mail to the appointed chair of the appeals panel within ten (10) working instructional days of completion of the summative conference.

PRELIMINARY HEARING

Date: _____

Time: _____

PURPOSE

The purpose of the preliminary hearing is to exchange documents and establish hearing procedures.

The following information will be provided to the Panel by the evaluatee and the evaluator at this time:

- Documentation to be presented at the hearing-four (4) copies
- The name of their chosen representative / counsel (if any) -restricted to one (1)
- Witnesses to be called (if any)

The chairperson will explain the procedure for the hearing and any necessary timeline to be followed. The hearing is a personnel matter and closed to the public. Witnesses that are called will not be allowed to observe the hearing process other than during their testimony. The Board of Education shall provide legal counsel to the Panel, if requested.

CARLISLE COUNTY SCHOOLS APPEALS PANEL
REPORT OF FINDINGS

Evaluatee: _____

Representative: _____

Evaluator (s): _____

Representative: _____

Panel Members: _____

Preliminary Hearing: _____ Hearing Date: _____

Findings:

- a. Uphold the original evaluation.
- b. Order a new evaluation by a second party.
- c. Amend any or all the summative evaluation the Panel finds in error.

The Local District Appeals Panel has carefully reviewed the information presented, and in our best professional judgment we believe our findings to be accurate.

Signed: _____

Date: _____

Carlisle County Schools

Appendix A

Teacher Documents

Teacher Self-Reflection

Directions: Completed by teacher. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Teacher: _____ **Date:** _____ **School:** _____

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	

Evaluator's Signature _____

Date _____

Teacher Professional Growth Plan

Directions: After completing the Self-Reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain and Component with which it aligns. If more than one goal is required by your district, complete additional forms.

Teacher: _____ **Date:** _____ **School:** _____

Professional Growth Goal

Component

Summative Statement

Evaluator's Feedback

Teacher's Signature

Date

Evaluator's Signature

Date

Teacher PRE-OBSERVATION DOCUMENT

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

Preconference (Planning 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 learning? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students? What are some misconceptions students may have?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything you want me to observe during the lesson?	

Teacher's Signature _____ Evaluator's Signature _____

Teacher POST-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Evaluator	

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

Evaluator's Formative Observation Rating:

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

Teacher's Signature

Date

Evaluator's Signature

Date

SAMPLE Post-Conference Discussion Questions

Planning and Preparation (Domain 1)

1. How did you plan for this lesson? How did you plan for student cognitive engagement?
2. How did the lesson fit in the overall unit of study/instructional sequence? Are you on track with our Pacing Guide? How did you determine your targets?
3. How did you plan for the learning needs of your students in this class?
4. As you planned this lesson, what were some of the predictions you made about student misconceptions?
5. How did you plan the questions and discussions you used in your lesson?
6. How do you plan to incorporate TLIM, PBIS, literacy and program reviews, LDC/MDC if applicable, etc.

Evidence & Notes:

Classroom Environment (Domain 2)

1. How were the needs of individual students met?
2. What have you done to promote a culture for learning in your classroom?
3. What were the results on your Student Voice Survey?

Evidence & Notes:

Instruction and Assessment (Domain 3)

1. To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson?
2. How did you monitor students' understanding and learning during the lesson?
3. How were students allowed and empowered to take responsibility for their own learning?
4. How did students have the opportunity to self-assess their own learning and/or monitor their own progress?
5. If you have brought samples of student work, what does the work tell you about the level of engagement and mastery of your students?
6. How are you progressing on your SGG? If applicable, what was your median student growth percentile?

Evidence & Notes:

Professional Responsibilities (Domain 4)

1. How accurate are your records (IC, Weekly Lesson Plans, Paperwork, Sub folder, class postings, Communication minutes, data NB, ILP Plan, agenda use, SBG, SGG, PGP, etc.)?
2. How do you initiate activities that contribute to the profession?
3. How do students contribute to record keeping, communicating data with families, goal setting, etc.?
4. How frequently, in what modes, & on what topics do you communicate with families? How successful are these efforts?
5. How do you participate in professional inquiry/learning, P.O. Organizations, leadership, networking with ALL stakeholders, etc.?
6. How do you participate in/initiate school events and district projects?
7. How do you comply with school and district policies/expectations (timeliness to work, attendance, dependability, attendance posting, responding to email, etc.), IP, initiatives (TLIM, PBIS, Learning360, Name & Claim, Guided Planning, Communication/PLC), etc.?
8. How do you seek PL opportunities, feedback from colleagues, resources/grants to proactively serve students?
9. How do you assist colleagues, network, contribute/lead professional organizations, conduct action research, challenge neg, etc.?
10. How are you progressing on your PGP?

Evidence & Notes:

Teacher SUMMATIVE EVALUATION

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

Evaluator's Summative Observation Rating:

Domain 1: Planning and Preparation	Rating:			
Domain Rating	I	D	A	E
Comments				
Domain 2: The Classroom Environment	Rating:			
Domain Rating	I	D	A	E
Comments				
Domain 3: Instruction	Rating:			
Domain Rating	I	D	A	E
Comments				
Domain 4: Professional Responsibilities	Rating:			
Domain Rating	I	D	A	E
Comments				
OVERALL PROFESSIONAL PRACTICE RATING				

Teacher's Signature

Date

Evaluator's Signature

Date

*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the chair of the Appeals Panel within ten (10) working days of receipt of this evaluation as described in the *Certified Personnel Evaluation Plan*.

KY Danielson Framework Accomplished Look-fors

DOMAIN 1 – Planning and Preparation

1A: Knowledge of Content & Pedagogy

- Lessons reflect deep understanding of standards and concepts as well as common student misconceptions, and prerequisite knowledge necessary
- Tasks move beyond recall to application and reasoning
- Explanations are consistently clear
- Instructional strategies match content demands

1B: Knowledge of Students

- Instruction reflects student readiness levels
- Differentiation evident (groups, tasks, supports)
- Awareness of Tier 2/Tier 3 students

1C: Setting Instructional Outcomes

- Clear, standards-based learning targets posted and referenced
- Outcomes are rigorous and measurable
- Outcomes reflect different types of learning: factual, conceptual, reasoning
- Students can explain what they are learning

1D: Demonstrating Knowledge of Resources

- Variety of resources are utilized including multidisciplinary resources
- Resources include external, internal, internet, and community resources

1E: Designing Coherent Instruction

- Lesson structure shows intentional sequencing
- Activities align to learning targets and allow for differentiation
- High level cognitive engagement is evident

1F: Designing Student Assessments

- Assessments aligned to standards and outcomes and provide opportunities for student choice
- Use of formative assessments are embedded in lessons
- Students are actively involved in collecting information from assessments and providing input

DOMAIN 2 – The Classroom Environment

2A: Creating an Environment of Respect & Rapport

- Positive, friendly, respectful interactions between teacher and students
- Student disrespectful behavior is successfully addressed
- Teacher demonstrates knowledge and caring about individual students beyond school

2B: Establishing a Culture for Learning

- High expectations for all students
- Cognitively vibrant learning environment
- Students take pride in their work
- Learning is valued and prioritized

2C: Managing Classroom Procedures

- Routines are efficient and consistent
- Minimal loss of instructional time

2D: Managing Student Behavior

- Clear expectations for behavior
- Behavior is generally appropriate
- Misbehavior addressed quickly and respectfully
- Nonverbal cues are utilized to redirect students

2E: Organizing Physical Space

- Classroom is safe, all students can see and hear
- Arrangement is appropriate for learning activity
- Modifications are made to physical classroom environment to accommodate as needed

DOMAIN 3 – INSTRUCTION

3A: Communicating with Students

- Learning targets clearly connected to tasks
- Clear explanations of content and directions
- Academic vocabulary used and reinforced
- Students understand expectations

3B: Questioning & Discussion Techniques

- Questions promote thinking and understanding
- Students are engaged in discussion
- Students initiate questions and extend discussions
- Wait time and probing used effectively

3C: Engaging Students in Learning

- Students actively working (not passive)
- Tasks are appropriately challenging and aligned to instructional outcomes
- High levels of student participation
- Evidence of differentiated engagement
- Appropriate pacing of lesson

3D: Using Assessment in Instruction

- Teachers check for understanding frequently
- Instruction adjusts based on student responses
- Students receive immediate feedback from teacher and/or peers
- Data (e.g., STAR, CBM, formative checks) actively used
- Groups adjusted based on current data

3E: Demonstrating Flexibility & Responsiveness

- Teacher adjusts pacing or approach as needed to accommodate student questions, needs, or interests
- Misunderstandings are addressed
- Teacher enhances learning using student interests

DOMAIN 4 – Professional Responsibilities

4A: Reflecting on Teaching

- Teachers adjust instruction based on recent data
- Evidence of reflection in PLCs or lesson revisions

4B: Maintaining Accurate Records

- System in place to track student progress and attainment of learning goals
- Grades are up to date and accurate

4C: Communicating with Families

- Evidence of regular communication with families
- Families informed about learning expectations
- Families are included in learning projects when appropriate

4D: Participating in a Professional Community

- Active participation in PLCs
- Collaboration focused on student learning
- Active participation in other school events or district projects

4E: Growing and Developing Professionally

- Teachers welcome and implement feedback from coaching/observations
- Evidence of new strategies being applied
- Teacher seeks out opportunities to enhance professional skills and knowledge
- Teacher actively participates in professional organizations

4F: Showing Professionalism

- Teacher demonstrates ethical conduct and accountability
- Teacher displays honesty and integrity
- Focus remains on student success
- Confidentiality is maintained

Carlisle County Corrective Action Plan

Instructions for Completing the Individual Corrective Action Plan

This plan is initiated by the primary evaluator as it relates to a growth needed or does not meet rating on any one or more standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator will identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance and provide copies of this documentation to the evaluatee.

1. Standard

Identify the specific standard(s) from the Summative Evaluation Form that has growth needed or does not meet rating assigned and/or identify the behavior or practice that requires improvement.

2. Present Professional Development Stage

Select the stage of professional development that best reflects the evaluatee's level:

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. Growth Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as growth needed or does not meet on the Summative Evaluation document and/or the behavior or practice that requires improvement. The evaluatee and the evaluator work closely to correct the identified weakness(es).

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

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

5. Appraisal Method and Target Date

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

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

CARLISLE COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Educator: _____ Worksite: _____ Date: _____
 School Year: _____

This Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" or "Ineffective" rating(s) on the Summative Evaluation OR anytime when an immediate change is required in behavior or practice.

Present Level of Performance/Concern

Evaluatee Comments:

Domain or Standard Number	Growth Objective(s)/Goals (describe desired outcomes)	Procedures & Activities for Achieving Goals/Objective(s) (including support personnel)	Appraisal Method/Target Dates
		(attach more pages if necessary)	

Evaluator's Comments:

Corrective Action Plan		Review (achieved revised continued)	
Educator's Signature:	Date:	Educator's Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

Copy for central office, school, and employee.

Carlisle County Schools

Appendix B

Building Level Administrator Documents

Site Visit Form

This form may be used by the evaluator in conducting the Principal Site Visit and Interview.

Carlisle County
Certified
Evaluation System

Principal Reflective Practice and Professional Growth Planning Template

Principal	
School	

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, Vision, and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
2. Ethics and Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being</i>	I	D	A	E	
4. Curriculum, Instruction, and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
8. Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, 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	
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Part B: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Part A, complete this section at the beginning of the school year.*

Professional Growth Goal: - 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?	
---	--

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/action?

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

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

Date	Status of Professional Growth Goal	Revisions/Modifications

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 Growth Area

Date:	End of Year Student Growth Reflection:
VII. End-of-Year Data Results (Accomplishments at the end of year.)	
Date:	End of Year Professional Growth Reflection:

Next Steps:	
Administrator's Signature:	Date:
Superintendent's Signature:	Date:

PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE EVALUATION

Principal/Assistant Principal	
School	
Superintendent	
Date of Conference	

Summative Observation Rating for each Principal Performance Standard:

Standard 1: Mission, Vision, and Core Values	Rating: I D A E
---	---

Comments:

Standard 2: Ethics and Professional Norms	Rating: I D A E
--	---

Comments:

Standard 3: Equity and Cultural Responsiveness	Rating: I D A E
---	---

Comments:

Standard 4: Curriculum, Instruction and Assessment	Rating: I D A E
---	---

Comments:

Standard 5: Community of Care and Support for Students	Rating: I D A E
---	---

Comments:

Standard 6: Professional Capacity of School Personnel	Rating: I D A E
--	---

Comments:

Standard 7: Professional Community for Teachers and Staff	Rating: I D A E
--	---

Comments:

Standard 8: Meaningful Engagement of Families and Community	Rating: I D A E
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Comments:

Standard 9: Operations and Management	Rating: I D A E
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Comments:

Standard 10: School Improvement	Rating: I D A E
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Comments:

OVERALL PROFESSIONAL PRACTICE RATING	I D A E
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Principal's Signature*

Date

Superintendent's Signature

Date

*Denotes sharing of results, not necessarily agreement with the summative rating. Appeals shall be made to the chairperson of the Appeals Panel within five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

Principal Performance Standards

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Standard 2: Ethics and Professional Norms

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

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Equity and Cultural Responsiveness

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

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students

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

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6: Professional Capacity of School Personnel

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

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective Leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and
- d) Organizational learning and improvement.
- e) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- f) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- g) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- h) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- i) Encourage faculty-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Operations and Management

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

Effective Leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10: School Improvement

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

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

SCHOOL COUNSELOR SELF-REFLECTION

Directions: Completed by guidance counselor. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

School Counselor: _____

School Year: _____ **School:** _____

Component:	Self-Assessment:				Rationale:
<i>1A</i> - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
<i>1B</i> - Demonstrating knowledge of child and adolescent development	I	D	A	E	
<i>1C</i> - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
<i>1D</i> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Plan in the counseling program integrated with the regular school program	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the counseling program	I	D	A	E	
<i>2A</i> - Creating an environment of respect and rapport	I	D	A	E	
<i>2B</i> - Establishing a culture for productive communication	I	D	A	E	
<i>2C</i> - Managing routines and procedures	I	D	A	E	
<i>2D</i> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
<i>2E</i> - Organizing physical space	I	D	A	E	
<i>3A</i> - Assessing student needs	I	D	A	E	
<i>3B</i> - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
<i>3C</i> - Using counseling text makes an individual and classroom programs	I	D	A	E	
<i>3D</i> - Brokering resources to meet needs	I	D	A	E	
<i>3E</i> - Demonstrating flexibility and responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on practice	I	D	A	E	
<i>4B</i> - Maintaining records and submitting them in a timely fashion	I	D	A	E	
<i>4C</i> - Communicating with families	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	
<i>4F</i> - Showing professionalism	I	D	A	E	

Evaluator's Signature _____

Date _____

LIBRARY MEDIA SPECIALIST SELF-REFLECTION

Directions: Completed by library media specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Library Media Specialist: _____

School Year: _____ **School:** _____

Component:	Self-Assessment:				Rationale:
<i>1A</i> - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
<i>1B</i> - Demonstrating Knowledge of Students	I	D	A	E	
<i>1C</i> - Supporting Instructional Goals	I	D	A	E	
<i>1D</i> - Demonstrating Knowledge and Use of Resources	I	D	A	E	
<i>1E</i> - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
<i>1F</i> - Collaborating in the Design of Instructional Experiences	I	D	A	E	
<i>2A</i> - Creating an environment of respect and rapport	I	D	A	E	
<i>2B</i> - Establishing a Culture for Learning	I	D	A	E	
<i>2C</i> - Managing Library Procedures	I	D	A	E	
<i>2D</i> - Managing student behavior	I	D	A	E	
<i>2E</i> - Organizing physical space	I	D	A	E	
<i>3A</i> - Communicating Clearly and Accurately	I	D	A	E	
<i>3B</i> - Using Questioning and Research Techniques	I	D	A	E	
<i>3C</i> - Engaging Students in Learning	I	D	A	E	
<i>3D</i> - Assessment in Instruction (whole class, one-on-one and small group	I	D	A	E	
<i>3E</i> - Demonstrating Flexibility and Responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on Practice	I	D	A	E	
<i>4B</i> - Maintaining Accurate Records	I	D	A	E	
<i>4C</i> - Communicating with School Staff and Community	I	D	A	E	
<i>4D</i> - Participating in a Professional Community	I	D	A	E	
<i>4E</i> - Growing and Developing Professionally	I	D	A	E	
<i>4F</i> - Collection Development and Maintenance	I	D	A	E	
<i>4G</i> - Managing the Library Budget	I	D	A	E	
<i>4H</i> - Managing Personnel	I	D	A	E	
<i>4I</i> - Professional ethics	I	D	A	E	

Evaluator's Signature _____

Date _____

THERAPEUTIC SPECIALIST SELF-REFLECTION

Directions: Completed by library media specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Therapeutic Specialist: _____

School Year: _____ **School:** _____

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C - Demonstrating knowledge of 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 s 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	

Evaluator's Signature _____

Date _____

OTHER PROFESSIONAL GROWTH PLAN

Directions: After completing the Self-Reflection Tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

Other Professional: _____ **School:** _____

Professional Growth Goal

Component

Evaluator's Feedback

Other Professional's Signature Date

Evaluator's Signature Date

SCHOOL COUNSELOR OBSERVATION TOOL

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

School Counselor: _____ **School:** _____

Evaluator: _____ **Date:** _____

Component:	Rating:				Evidence:
<i>1A</i> - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
<i>1B</i> - Demonstrating knowledge of child and adolescent development	I	D	A	E	
<i>1C</i> - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
<i>1D</i> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Plan in the counseling program integrated with the regular school program	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the counseling program	I	D	A	E	
<i>2A</i> - Creating an environment of respect and rapport	I	D	A	E	
<i>2B</i> - Establishing a culture for productive communication	I	D	A	E	
<i>2C</i> - Managing routines and procedures	I	D	A	E	
<i>2D</i> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
<i>2E</i> - Organizing physical space	I	D	A	E	
<i>3A</i> - Assessing student needs	I	D	A	E	
<i>3B</i> - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
<i>3C</i> - Using counseling text makes an individual and classroom programs	I	D	A	E	
<i>3D</i> - Brokering resources to meet needs	I	D	A	E	
<i>3E</i> - Demonstrating flexibility and responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on practice	I	D	A	E	
<i>4B</i> - Maintaining records and submitting them in a timely fashion	I	D	A	E	
<i>4C</i> - Communicating with families	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	
<i>4F</i> - Showing professionalism	I	D	A	E	

Counselor's Signature

Date

Evaluator Signature

Date

LIBRARY MEDIA SPECIALIST OBSERVATION TOOL

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Library Media Specialist: _____ **School:** _____

Evaluator: _____ **Date:** _____

Component:	Rating:				Evidence:
<i>1A</i> - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
<i>1B</i> - Demonstrating Knowledge of Students	I	D	A	E	
<i>1C</i> - Supporting Instructional Goals	I	D	A	E	
<i>1D</i> - Demonstrating Knowledge and Use of Resources	I	D	A	E	
<i>1E</i> - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
<i>1F</i> - Collaborating in the Design of Instructional Experiences	I	D	A	E	
<i>2A</i> - Creating an environment of respect and rapport	I	D	A	E	
<i>2B</i> - Establishing a Culture for Learning	I	D	A	E	
<i>2C</i> - Managing Library Procedures	I	D	A	E	
<i>2D</i> - Managing student behavior	I	D	A	E	
<i>2E</i> - Organizing physical space	I	D	A	E	
<i>3A</i> - Communicating Clearly and Accurately	I	D	A	E	
<i>3B</i> - Using Questioning and Research Techniques	I	D	A	E	
<i>3C</i> - Engaging Students in Learning	I	D	A	E	
<i>3D</i> - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
<i>3E</i> - Demonstrating Flexibility and Responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on Practice	I	D	A	E	
<i>4B</i> - Maintaining Accurate Records	I	D	A	E	
<i>4C</i> - Communicating with School Staff and Community	I	D	A	E	
<i>4D</i> - Participating in a Professional Community	I	D	A	E	
<i>4E</i> - Growing and Developing Professionally	I	D	A	E	
<i>4F</i> - Collection Development and Maintenance	I	D	A	E	
<i>4G</i> - Managing the Library Budget	I	D	A	E	
<i>4H</i> - Managing Personnel	I	D	A	E	
<i>4I</i> - Professional ethics	I	D	A	E	

Library Media Specialist's Signature

Date

Evaluator's Signature

Date

THERAPEUTIC SPECIALIST OBSERVATION TOOL

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Therapeutic Specialist: _____ **School:** _____

Evaluator: _____ **Date:** _____

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

Therapeutic Specialist's Signature

Date

Evaluator's Signature

Date

OTHER PROFESSIONAL SUMMATIVE EVALUATION

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

Evaluator's Summative Observation Rating:

Domain 1: Planning and Preparation	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 2: The Classroom Environment	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 3: Instruction	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 4: Professional Responsibilities	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
OVERALL PROFESSIONAL PRACTICE RATING	I	D	A	E

Other Specialist's Signature	Date	Evaluator's Signature	Date
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*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the chair of the Appeals Panel within ten (10) working days of receipt of this evaluation as described in the Certified Personnel Evaluation Plan.

SCHOOL COUNSELOR SUMMATIVE EVALUATION

School Counselor	
Supervisor	
Date of Conference	

Evaluator's Summative Observation Rating:

Domain 1: Planning and Preparation	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 2: School Environment	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 3: Delivery of Service	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 4: Professional Responsibilities	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
OVERALL PROFESSIONAL PRACTICE RATING	I	D	A	E

School Counselor's Signature*

Date

Evaluator's Signature

Date

*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the chair of the Appeals Panel within ten (10) working days of receipt of this evaluation as described in the Certified Personnel Evaluation Plan.

LIBRARY MEDIA SPECIALIST SUMMATIVE EVALUATION

Library Media Specialist	
Supervisor	
Date of Conference	

Evaluator's Summative Observation Rating:

Domain 1: Planning and Preparation	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 2: School Environment	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 3: Delivery of Service	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 4: Professional Responsibilities	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
OVERALL PROFESSIONAL PRACTICE RATING	I	D	A	E

Library Media Specialist's Signature*	Date	Supervisor's Signature	Date
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*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the chair of the Appeals Panel within ten (10) workdays of receipt of this evaluation as described in the *Certified Personnel Evaluation Plan*.

THERAPEUTIC SPECIALIST SUMMATIVE EVALUATION

Therapeutic Specialist	
Supervisor	
Date of Conference	

Evaluator's Summative Observation Rating:

Domain 1: Planning and Preparation	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 2: School Environment	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 3: Delivery of Service	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
Domain 4: Professional Responsibilities	Rating:			
Domain Rating	I	D	A	E
COMMENTS				
OVERALL PROFESSIONAL PRACTICE RATING	I	D	A	E

Therapeutic Specialist's Signature* Date

Evaluator's Signature Date

*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the chair of the Appeals Panel within ten (10) working days of receipt of this evaluation as described in the *Certified Personnel Evaluation Plan*.

Carlisle County Schools

Appendix C

District Administrator Documents

District Administrator Professional Growth Plan

Directions: Identify your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

District Administrator: _____ **Date:** _____

Professional Growth Goal

Component

Supervisor’s Feedback

District Administrator’s Signature Date

Supervisor’s Signature Date

FORMATIVE OBSERVATION SUMMARY **SUPERVISOR OF INSTRUCTION**

Supervisor _____

Evaluator _____

Date _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning

		E	A	D	I
1.1	Provides direction for the school district.	☐	☐	☐	☐
1.2	Provides for organization and management of instruction.	☐	☐	☐	☐
1.3	Provides for implementation of performance-based evaluation strategies for all personnel.	☐	☐	☐	☐
1.4	Provides leadership for positive instructional/educational change.	☐	☐	☐	☐
1.5	Organizes staff development activities for the district.	☐	☐	☐	☐
1.6	Communicates standards of expected performance.	☐	☐	☐	☐
1.7	Provides leadership for curriculum development and the organization of personnel to implement the curriculum.	☐	☐	☐	☐
1.8	Provides positive direction and leadership to administrative and supervisory staff.	☐	☐	☐	☐

COMMENTS:

Standard II: Environment

		E	A	D	I
2.1	Demonstrates positive, professional relationships with district personnel.	☐	☐	☐	☐
2.2	Demonstrates positive, professional relationships with parents/community.	☐	☐	☐	☐
2.3	Demonstrates positive, professional relationships with administrators/supervisors.	☐	☐	☐	☐

COMMENTS:

Standard III: Instruction

		E	A	D	I
3.1	Demonstrates effective administrative skills.	☐	☐	☐	☐
3.2	Demonstrates effective communication skills.	☐	☐	☐	☐
3.3	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐	☐
3.4	Demonstrates effective organizational skills.	☐	☐	☐	☐
3.5	Provides for use and development of appropriate revenue sources.	☐	☐	☐	☐
3.6	Develops program budget based upon established priorities and consistent with fiscal practices.	☐	☐	☐	☐
3.7	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐	☐
3.8	Ensures compliance with statutes, rules, and regulations relating to instructional programs.	☐	☐	☐	☐

COMMENTS:

Standard IV: Professionalism

	E	A	D	I
4.1 Provides recommendations for development of instructional policies and procedures.	☐	☐	☐	☐
4.2 Demonstrates a sense of professional responsibility.	☐	☐	☐	☐
4.3 Participates in professional growth activities.	☐	☐	☐	☐
4.4 Adheres to school board policies and administrative procedures.	☐	☐	☐	☐
4.5 Adheres to the state professional Code of Ethics.	☐	☐	☐	☐

COMMENTS:

Supervisor's Signature

Date

Evaluator's Signature

Date

FORMATIVE OBSERVATION SUMMARY **DIRECTOR OF PUPIL PERSONNEL**

Director _____

Evaluator _____

Date _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning

- 1.1 Acts as liaison with local and state agencies in seeking solutions to the problems of school children.
- 1.2 Provides support services to schools.

E	A	D	I
☐	☐	☐	☐
☐	☐	☐	☐

COMMENTS:

Standard II: Environment

- 2.1 Demonstrates positive, professional relationships with students, parents, and the community.
- 2.2 Demonstrates positive, professional relationships with staff
- 2.3 Demonstrates positive, professional relationships with administrators/supervisors.

E	A	D	I
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

COMMENTS:

Standard III: Instruction

- 3.1 Organizes, administers, and coordinates all phases of the system-wide pupil personnel.
- 3.2 Carries out directives and instructions from the state department of pupil attendance and pupil accounting.
- 3.3 Prepares, submits, executes and amends the school calendar...

E	A	D	I
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

COMMENTS:

Standard IV: Professionalism

- 4.1 Demonstrates a sense of professional responsibility.
- 4.2 Participates in professional growth activities.
- 4.3 Adheres to school board policies and administrative procedures.
- 4.4 Adheres to the state professional Code of Ethics.

E	A	D	I
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

COMMENTS:

DPP's Signature

Date

Evaluator's Signature

Date

FORMATIVE OBSERVATION SUMMARY **DIRECTOR OF TRANSPORTATION**

Director _____

Evaluator _____

Date _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning

		E	A	D	I
1.1	Provides direction for the district transportation program.	☐	☐	☐	☐
1.2	Provides for the organization and management of the transportation program.	☐	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐	☐
1.4	Provides for the implementation of processes involved in the transportation program.	☐	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐	☐

COMMENTS:

Standard II: School Environment

		E	A	D	I
2.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐	☐
2.2	Demonstrates positive, professional relationships with students, parents, and the community.	☐	☐	☐	☐
2.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐	☐

COMMENTS:

Standard III: Instruction

		E	A	D	I
3.1	Enforces all state laws and regulations concerning school transportation.	☐	☐	☐	☐
3.2	Conforms with all state and insurance carrier safety regulations.	☐	☐	☐	☐
3.3	Recruits, trains, and supervises all transportation personnel.	☐	☐	☐	☐
3.4	Develops and administers the transportation program in a manner that meets all the requirements.	☐	☐	☐	☐
3.5	Demonstrates effective administrative skills.	☐	☐	☐	☐
3.6	Demonstrates effective communication skills.	☐	☐	☐	☐
3.7	Demonstrates effective problem-solving and decision-making skills	☐	☐	☐	☐
3.8	Provides for the use and development of appropriate revenue sources.	☐	☐	☐	☐
3.9	Assist in the development and fiscal monitoring of transportation budget.	☐	☐	☐	☐
3.10	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐	☐

COMMENTS:

Standard IV: Professionalism

	E	A	D	I
4.1 Provides the superintendent with recommendations for district policies and procedures related to transportation.	☐	☐	☐	☐
4.2 Assists in drafting/updating policy and procedural statements based on school transportation law and regulation changes.	☐	☐	☐	☐
4.3 Participates in professional growth activities.	☐	☐	☐	☐
4.4 Adheres to school board policies and administrative procedures	☐	☐	☐	☐
4.5 Adheres to the state professional Code of Ethics.	☐	☐	☐	☐

COMMENTS:

Director's Signature**Date**

Evaluator's Signature**Date**

FORMATIVE OBSERVATION SUMMARY TECHNOLOGY COORDINATOR

Coordinator _____

Evaluator _____

Date _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning

		E	A	D	I
1.1	Provides direction for the district's technology program.	☐	☐	☐	☐
1.2	Provides for the organization and management of the technology program.	☐	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐	☐
1.4	Provides for the implementation of processes involved in the technology program.	☐	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐	☐

COMMENTS:

Standard II: School Environment

		E	A	D	I
2.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐	☐
2.2	Demonstrates positive, professional relationships with students, parents, and the community.	☐	☐	☐	☐
2.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐	☐

COMMENTS:

Standard III: Instruction

		E	A	D	I
3.1	Develops and implements the technology budget based upon established priorities and consistent with fiscal practices.	☐	☐	☐	☐
3.2	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐	☐
3.3	Ensures compliance with statutes, rules, and regulations relating to technology programs.	☐	☐	☐	☐
3.4	Compiles and maintains all reports as mandated.	☐	☐	☐	☐
3.5	Demonstrates effective administrative skills.	☐	☐	☐	☐
3.6	Demonstrates effective communication skills.	☐	☐	☐	☐
3.7	Demonstrates effective problem-solving and decision-making skills.	☐	☐	☐	☐

COMMENTS:

Standard IV: Environment

	E	A	D	I
4.1 Provides the superintendent with recommendations for district policies and procedures related to technology.	☐	☐	☐	☐
4.2 Assists in drafting/updating policy and procedural statements based on state and federal regulations.	☐	☐	☐	☐
4.3 Participates in professional growth activities.	☐	☐	☐	☐
4.4 Adheres to school board policies and administrative procedures.	☐	☐	☐	☐

COMMENTS:

Coordinator's Signature

Date

Evaluator's Signature

Date

FORMATIVE OBSERVATION SUMMARY FOOD SERVICE DIRECTOR

Director _____

Evaluator _____

Date _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning

		E	A	D	I
1.1	Provides direction for the district's food service program.	☐	☐	☐	☐
1.2	Provides for the organization and management of the food service program.	☐	☐	☐	☐
1.3	Communicates information to the superintendent and all other necessary personnel.	☐	☐	☐	☐
1.4	Provides for the implementation of processes involved in the food service program.	☐	☐	☐	☐
1.5	Provides positive direction and leadership to the administrative and supervisory staff.	☐	☐	☐	☐

COMMENTS:

Standard II: School Environment

		E	A	D	I
2.1	Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees.	☐	☐	☐	☐
2.2	Demonstrates positive, professional relationships with parents/community.	☐	☐	☐	☐
2.3	Provides counsel and advises the superintendent in a constructive manner.	☐	☐	☐	☐

COMMENTS:

Standard III: Instruction

		E	A	D	I
3.1	Develops and implements the food service budget	☐	☐	☐	☐
3.2	Ensures that appropriate accounting and control procedures are applied to all fiscal transactions.	☐	☐	☐	☐
3.3	Ensures the participation in the federal funded feeding program.	☐	☐	☐	☐
3.4	Prepares specifications and bid conditions for food service items.	☐	☐	☐	☐
3.5	Provides training and supervision of school food service managers.	☐	☐	☐	☐
3.6	Demonstrates effective administrative skills.	☐	☐	☐	☐
3.7	Demonstrates effective communication skills.	☐	☐	☐	☐
3.8	Demonstrates effective problem-solving and decision-makings skills.	☐	☐	☐	☐
3.9	Compiles and maintains all reports as mandated.	☐	☐	☐	☐
3.10	Ensures compliance with statutes, rules and regulations relating the food service program.	☐	☐	☐	☐

COMMENTS:

Standard IV: Professionalism

	E	A	D	I
4.1 Provides the superintendent with recommendations for district policies and procedures related to food service.	☐	☐	☐	☐
4.2 Assists in drafting/updating policy and procedural statements based on food service law and regulation changes.	☐	☐	☐	☐
4.3 Participates in professional growth activities.	☐	☐	☐	☐
4.4 Adheres to school board policies and administrative procedures.	☐	☐	☐	☐

COMMENTS:

Director's Signature

Date

Evaluator's Signature

Date

FORMATIVE OBSERVATION SUMMARY FEDERAL-STATE PROGRAM COORDINATOR'S

Coordinator _____

Evaluator _____

Date _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning

- | | | E | A | D | I |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.1 | Provides direct supervision of federally funded programs on a regular basis. | ☐ | ☐ | ☐ | ☐ |
| 1.2 | Works directly with principals, program teachers and staff members, and regular classroom teachers at the school and district level in a continual effort to maintain quality federal programs. | ☐ | ☐ | ☐ | ☐ |

COMMENTS:

Standard II: School Environment

- | | | E | A | D | I |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 2.1 | Demonstrates positive, professional relationships with staff. | ☐ | ☐ | ☐ | ☐ |
| 2.2 | Demonstrates positive, professional relationships with other administrators and coordinators. | ☐ | ☐ | ☐ | ☐ |
| 2.3 | Demonstrates positive professional relationships with Parents/community. | ☐ | ☐ | ☐ | ☐ |

COMMENTS:

Standard III: Instruction

- | | | E | A | D | I |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 3.1 | Provides for organization of federal programs services throughout the district. | ☐ | ☐ | ☐ | ☐ |
| 3.2 | Develops and implements the federal programs budgets based upon established priorities and consistent with sound fiscal practices. | ☐ | ☐ | ☐ | ☐ |
| 3.3 | Ensures that all appropriate accounting and control procedures are applied to all fiscal transactions. | ☐ | ☐ | ☐ | ☐ |
| 3.4 | Oversees purchasing of equipment and materials with various federal funds. | ☐ | ☐ | ☐ | ☐ |

COMMENTS:

Standard IV: Professionalism

- | | | E | A | D | I |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4.1 | Demonstrates a sense of professional responsibility. | ☐ | ☐ | ☐ | ☐ |
| 4.2 | Participates in professional development activities to continually upgrade skills. | ☐ | ☐ | ☐ | ☐ |
| 4.3 | Provides leadership for positive change in federal programs. | ☐ | ☐ | ☐ | ☐ |
| 4.4 | Adheres to school board policies and administrative procedures. | ☐ | ☐ | ☐ | ☐ |
| 4.5 | Adheres to the state professional Code of Ethics. | ☐ | ☐ | ☐ | ☐ |

COMMENTS:

Coordinator's Signature

Date

Evaluator's Signature

Date

FORMATIVE OBSERVATION SUMMARY PRESCHOOL DIRECTOR

Director _____

Evaluator _____ **Date** _____

E-Exemplary

A-Accomplished

D-Developing

I-Ineffective

Standard I: Planning/Preparation

	E	A	D	I
1.1 Provides direction for the preschool education program.	☐	☐	☐	☐
1.2 Provides for organization of preschool services.	☐	☐	☐	☐
1.3 Provides leadership for positive change in preschool programs.	☐	☐	☐	☐
1.4 Provides for effective recruitment, selection, and assignment of preschool teachers and paraeducators.	☐	☐	☐	☐

COMMENTS:

Standard II: School Environment

	E	A	D	I
2.1 Provides for effective day-to-day operation of the preschool program.	☐	☐	☐	☐
2.2 Demonstrates effective problem-solving, decision-making, and conflict-resolution skills.	☐	☐	☐	☐
2.3 Demonstrates effective organizational skills.	☐	☐	☐	☐
2.4 Provides for use and development of revenue	☐	☐	☐	☐
2.5 Demonstrates positive, professional relationships with personnel.	☐	☐	☐	☐
2.6 Demonstrates positive relationships with parents/community.	☐	☐	☐	☐

COMMENTS:

Standard III: Instruction Delivery

	E	A	D	I
3.1 Observes and evaluates teachers and staff appropriately and effectively.	☐	☐	☐	☐
3.2 Ensures teachers are utilizing best practices and quality resources.	☐	☐	☐	☐

COMMENTS:

Standard IV: Professional Leadership

	E	A	D	I
4.1 Demonstrates a knowledge of the importance of preschool.	☐	☐	☐	☐
4.2 Provides for effective implementation of policies and procedures.	☐	☐	☐	☐
4.3 Participates in professional growth activities.	☐	☐	☐	☐
4.4 Demonstrates a sense of professional responsibility.	☐	☐	☐	☐
4.5 Adheres to school board policies and administrative procedures.	☐	☐	☐	☐
4.6 Adheres to the State Professional Code of Ethics.	☐	☐	☐	☐

COMMENTS:

Director's Signature

Date

Evaluator's Signature

Date

DISTRICT LEVEL ADMINISTRATOR SUMMATIVE EVALUATION

District level administrator	
Supervisor	
Date of Conference	

Evaluator's Summative Observation Rating:

Domain 1: Planning and Preparation	Rating:			
Domain Rating	I	D	A	E
Comments				
Domain 2: The Classroom Environment	Rating:			
Domain Rating	I	D	A	E
Comments				
Domain 3: Instruction	Rating:			
Domain Rating	I	D	A	E
Comments				
Domain 4: Professional Responsibilities	Rating:			
Domain Rating	I	D	A	E
Comments				
Overall Professional Practice Rating	I	D	A	E

Administrator's Signature*

Date

Evaluator's Signature

Date

*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the chair of the Appeals Panel within ten (10) working days of receipt of this evaluation as described in the *Certified Personnel Evaluation Plan*.