

Robertson County School



Certified Evaluation Plan 2026-2027

Dr. Sean Bailey, Superintendent

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PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

Section 1. Certified personnel in the Commonwealth:

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

To Students:

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

To Parents:

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

- Shall endeavor to understand community cultures and diverse home environments of students;
- Shall not knowingly distort or misrepresent facts concerning educational issues;
- Shall distinguish between personal views and the views of the employing educational agency;
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the education profession:

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

Assurances

Certified School Personnel Evaluation Plan

The Robertson County Board of Education 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).

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). The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) and self-reflection that will be reviewed annually and aligns with school/district improvement plans.

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) 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).

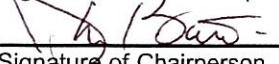
The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristics, as required by all applicable federal, state, and local laws.

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.

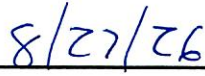
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 8-27-26 (704 KAR 3:370)



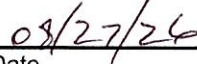
Signature of District Superintendent



Signature of Chairperson, Board of Education



Date



Date

Evaluation/Appeals Committee

Administrators:

Shanda Gay

Stacey McClure

Lauren Hughes

Teachers:

John Brown

Lenita Henson

Jessica Murrell

District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System Overview

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement.

Comprehensive system of education reform integrating:

- Relevant and rigorous standards
- Aligned and meaningful assessments
- Highly effective teaching and school leadership
- Data to inform instruction and policy decisions
- Innovation
- School improvement

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

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

Certified Teacher and Other Professional Effectiveness System

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

Roles and Definitions

- **Artifact:** A product of a certified school personnel work that demonstrates knowledge and skills.
- **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
- **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devoted the majority of time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- **Conference:** A meeting between the evaluator and the evaluatee for the purpose of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
- **Corrective Action/Improvement Plan:** A plan for improvement up to twelve months in duration
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth.
- **Evaluatee:** A certified school personnel who is being evaluated
- **Evaluation Committee:** A group, consisting of an equal number of teachers and administrators, who develop the personnel evaluation procedures and forms a local school district in KRS 156.557(5)(c)1.
- **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
- **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
- **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or a full lesson.
- **Job Category:** A group or class of certified school personnel positions with closely related functions.
- **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.

- **Observation:** A data collection process conducted by a certified observer in person or through video, for evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
- **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for evaluation and feedback.
- **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals (Library media specialists/school librarians, Therapeutic Specialists (SLP), Guidance Counselors/Social Worker, Instructional Coaches).
- **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, assistant principal, evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation. A rating must be provided for an easy performance measure prior to determining the summative rating. Ratings are Ineffective, Developing, Accomplished, and Exemplary.
- **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses timely formative feedback to guide professional growth.
- **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c) (2) and (3) and that uses clear and timely feedback to guide professional development.
- **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 reflects student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator includes: (a) Goals for enrichment and development that are established by the evaluator 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 skills.
- **Professional Practice Rating:** The rating that is calculated for a teacher, or other professional evaluatee, and principal or assistant principal evaluatee.
- **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance to identify areas for professional learning and growth.
- **Sources of Evidence:** Sources that are used as evidence to determine a certified evaluatee's overall professional practice rating.
- **Summative Evaluation:** Is defined by KRS 156.557 (1) (d).
- **Teacher:** Certified school personnel who have been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and hold a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- **Working Conditions Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use from the department-approved working conditions survey.

Certified Evaluation Categories

Teachers	Other Professionals	Principals	District Certified
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Examples of Personnel Role Titles

Traditional Classroom Teacher	Library Media Specialist	Principal	Deputy Superintendent
Any grade, any classroom-based content teacher	School based Psychologist serving students on a consistent schedule	Assistant Principal	Director of Continuous Improvement
P.E., Music, Art	Speech Pathologist		DPP
Gifted & Talented, Special Education, Preschool	School Instructional Coach		District Curriculum/Instructional Specialist
TRI, Alternative	School Counselor		District Director of Special Education
			District Technology Coordinator

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the measures of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four measures of the framework. Performance will be rated for each component according to the 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 measure.

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

Evaluators shall use multiple sources of evidence, in combination with professional judgement, to determine performance on the applicable performance measures. Sources of evidence may include observations, professional growth planning and reflection, products of practice, conferences, and other evidence relevant to the employee's professional responsibilities.

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in a District approved technology platform.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

Specialist Framework for Other Professionals

Planning and Preparation

Environment

Instruction/Delivery of Service

Professional Responsibilities

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide 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 professional practice will be situated within one or more of the four measures of the framework. Performance will be rated for each component according to the 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 measure.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in a District approved technology platform. All summative ratings will be recorded in the department-approved technology platform and recorded in personnel records including the evaluatee's written statement in response to the summative rating, if given.

Teachers and Other Professionals PGES Timeline Guidance Chart				
Timeline	Activity	Task or Document	Responsibility of:	
			Teacher	Supervisor
Annually, within 30 calendar days of reporting for employment	PGES Orientation	Evaluation orientation meeting sign-in documentation	✓	✓
Annually, within 30 instructional days of the start of school	Professional Growth Planning Process	Initial Reflection of Practice	✓	
	Professional Growth Planning Process	Professional Growth Goal	✓	
	Professional Growth Planning (PGP)	PGP entered into a District approved technology platform	✓	
1 day prior to the scheduled mini observation window. 1 day prior to scheduled <u>full</u> observation	Pre-observation document and lesson plan submitted to principal/evaluator Pre-observation document for a mini may include a weekly plan Observations (as determined by the educator plan cycle)	Pre-observation form Lesson Plan or weekly plan Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure) Certified personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years.	✓	✓
Within 5 working days after observation	Post-Observation Conference Self-Reflection	Post Observation Conference documentation, District approved technology platform		✓
		PGP	✓	
Ongoing Annually, fall or spring	Self-Reflection	PGP Review Online, through Infinite Campus	✓	✓
Ongoing Annually, fall or spring by April 15th (observations completed) Summative evaluations by May 1st	Self-Reflection Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure) Certified personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years.	PGP Review Professional practice rating, as appropriate to cycle Overall performance measures as appropriate cycle Guidance for PGP for upcoming year-Professional Growth Plan and Cycle for Tenured Teacher Matrix	✓	✓

Self-Reflection and Professional Growth Planning

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

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

The principal of each building will require a professional growth plan (to be completed within 30 instructional days after the beginning of the school year) and at least one self-reflection during the school year. Any certified personnel hired after the 30th instructional day shall complete a professional growth plan within 20 instructional days after the official date of hire. Professional Growth Plans and self-reflection(s) will be completed in a District approved technology platform. A summative self-reflection shall be completed prior to the teacher's or other professional's summative evaluation (one-year cycle or year 3 in a 3-year cycle) by April 1 of the summative year. Additional reflections may be necessary after observation feedback.

Observation

The observation process is one source of evidence to determine teacher and other professional effectiveness that includes evaluator and peer observation for each certified teacher and other professional personnel. The evaluator observation will provide documentation and feedback to measure the effectiveness of a teacher's and other professional's professional practice.

Kentucky Teacher Internship Program (KTIP) observations will be conducted according to criteria set forth by the Kentucky Education Professional Standards Board (EPSB).

School counselors will be placed on a one-year cycle to be evaluated annually.

Observation Requirements

Non-tenured certified personnel shall receive a minimum of two evaluation observations during each annual summative evaluation cycle.

Tenured certified personnel with continuing service status shall have two (2) mini observations during the span of the five-year cycle, but before the full summative evaluation observation.

Observations may include full observations or shorter observations as determined by the evaluator and consistent with the employee's job responsibilities.

All evaluation observations shall be conducted openly and with the full knowledge of the evaluatee.

A conference between the evaluator and evaluatee shall occur within five (5) working days following each evaluation observation.

The evaluator may collect additional evidence when necessary to accurately assess performance.

All observations completed by evaluators must be documented in a district approved technology platform.

Observation Conferencing for Teachers and Other Professionals

Mini Observations (Evaluator)

Observers shall provide post observation feedback to the evaluatee either electronically, through a District approved technology platform, or face-to-face within five (5) days after the observation.

Full Class or Full Lesson Observation

A full class or full lesson observation shall be held at the end of the summative evaluation cycle. The summative conference shall be completed at the end of the summative cycle.

Observation Schedule for Teachers and Other Professionals

Initial observations may begin after the evaluation training takes place within thirty (30) calendar days of reporting for employment each school year. All observations must be completed by April 15.

Five-Year Cycle

- Two (2) mini observations during the span of the five-year cycle, but before the full observation.
- Year Five (5) - The final observation in the summative evaluation cycle completed by the evaluator which consists of full class and/or full lesson observation.
- NOTE: The evaluator may require additional evidence or documentation or continuation of final observation if interrupted by unforeseen circumstances.

Late hires/Absenteeism for teachers and other professionals

For one cycle teachers and other professionals:

- Any one year cycle teacher or other professionals hired on or before the 60th day of instruction will have all observations conducted as outlined in the above sections
- A supervisor may eliminate one of the required mini observations on a teacher or other professional hired AFTER the 60th day of the instruction
- A supervisor may eliminate one of the required minor observations if a teacher or other professional misses 60 or more consecutive days during the school year

Observer certification

All evaluators shall complete initial certified evaluation training and testing provided by KDE or a KDE-approved provider before conducting evaluations. Evaluators shall also complete a minimum of six (6) hours annually of EILA-approved personnel evaluation system training as required by 704 KAR 3:370.

Products of Practices/Other Sources of Evidence

Teachers and other professionals may provide additional evidence to support the assessment of their professional practice. This evidence should yield information related to the teacher's practice within the measure. The following is a suggested list of possible sources:

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data records
- Student work
- Student formative and summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and self-reflection
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research
- Other

Certified Assistance Program (CAP)

A corrective action plan is a systematic approach to provide additional support and feedback to certified employees whose performance evaluation in any measure is rated "Ineffective".on the The goal of the program is to improve the evaluatee's skill to an "Accomplished" rating on the district evaluation plan.

Composition of CAP Team

The CAP team is a team effort with a focus on the teaching/coaching process. It is comprised of the following individuals:

- The building level evaluator (principal)
- The superintendent or superintendent designee
- One peer teacher who is appointed by the principal, after consultation with the evaluatee, during which the evaluatee gives written permission for the peer teacher's participation.

Overview

The CAP outlines the following:

- General guidelines for CAP Process (Instructional Emphasis)
- Due process for evaluatee and CAP Team

- Desired and expected outcomes of CAP
- Guidelines for CAP Team Related to “Ineffective” rating

Corrective Action/Improvement Plan

When an evaluator identifies significant deficiencies in professional performance, the evaluator may develop a written Corrective Action or Improvement Plan in consultation with the evaluatee.

The plan shall identify:

- The area or areas requiring improvement;
- The expected level of performance;
- Assistance, resources, or professional learning to be provided;
- Evidence that will be used to determine improvement;
- A reasonable timeline for improvement; and
- Follow up activities or observations as determined appropriate by the evaluator.

The frequency (not to exceed the amount of seven) and nature of follow-up observations, conferences, or other assistance shall be determined by the evaluator based upon the employee’s individual circumstances and identified needs.

Determining the Overall Performance Measures for Teachers and Other Professionals

Supervisors are responsible for determining an Overall Performance Measure for each teacher and other professional at the conclusion of their summative evaluation year. The overall Performance Measures are informed by the educator’s ratings on professional practice and student growth. The performance measures for all certified personnel below the level of superintendent are Planning, Environment, Instruction, and Professionalism. The evaluator determines the Overall Performance Measures based on professional judgment informed by evidence that demonstrates the educator’s performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice and Overall Performance Category

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

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

The evaluator shall use appropriate sources of evidence, in combination with professional judgment, to determine a rating for each applicable performance measure.

The four performance measures are:

- Planning
- Environment
- Instruction
- Performance

The supervisor will determine a summative rating for each measure based on evidence collected during the observation cycle. All ratings must be recorded on the district approved Summative Evaluation Form. Included in the evaluatee's official personnel record and evaluatees have the opportunity to submit a written statement in response to the summative rating and the response is required to be included in the official personal record.

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

- Determine the individual measure ratings through the use of sources or evidence and professional judgment.
- Apply decisions rules for determining the educator's Overall Performance Category.
- The district approved summative evaluation form must also be recorded in the department-approved technology platform.

The Overall Performance Category shall be determined by the evaluator using the ratings on the four performance measures and professional judgment based upon the

Forms And Supporting Documents

Framework for Teaching

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students 2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work 2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals 2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior 2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching • Accuracy • Use in future teaching 4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program 4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school 4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	DOMAIN 3: Instruction 3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation 3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

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Robertson County Schools
Certified Evaluation
PRE OBSERVATION FORM

Name: _____ **Date of Conference:** _____ **Lesson Length:** _____
School: Robertson County **Age/GD Level:** _____ **# of Students:** _____
Subject: _____ **Topic:** _____ **# of IEP Students:** _____
Date of Lesson: _____ **Time of Lesson:** _____

Standards:

What do you want your students to know?

How will you assess your students?

_____ Open Response
_____ Questioning
_____ Performance Event or Exhibition
_____ Anecdotal
_____ Checklist
_____ Conference
_____ Observe
_____ Self-Assessment or Reflection
_____ Problem-Solving
_____ Product

Are there any special/unique situations? Explain.

Area of Individual Growth Plan that are addressed.

I have received a copy of the Pre-Observation Form after discussion with my supervisor.

Signature: _____ **Date:** _____

Evaluator: _____ **Date:** _____

ROBERTSON COUNTY SCHOOLS

Certified Evaluation - TPGES **FULL** Evaluation

Educator Name:

DATE: _____, 2026

Time In:	AM
Time Out:	AM
Observation type:	FULL Observation
Post-observation conference Date:	
Educator's Section/Course	
Evaluator	

Link to Pre-Observation:

Link to Post Observation:

Lesson Plan:

Domain/Component			
Planning and Preparation			
Framework	Rating		
1A. Demonstrating knowledge of content and pedagogy			
**Evidence - <i>Evaluator/teacher conversations</i> <i>Lesson/unit plan</i> <i>Observation</i>			<u>1A Framework "Look Fors"</u>
			Adapting to the students in front of you
			Scaffolding based on student response
			Lessons and units reflect important concepts
			Lesson plan utilizes "up to date" developments in education
			Prerequisite information/material has been taught (Scope and Sequence)
			Clear and accurate explanations
			Accurate answers to students questions
			Anticipation of student misconceptions and plan for how they can be addressed (If...Then...)
			Connects concepts to other disciplines
1A: Comments (see scripted notes for more evidence)			

Framework			
1b: Demonstrating knowledge of students			
**Evidence -Evaluator/teacher conversations - Lesson/unit plan - Observation			1B Framework "Look Fors"
			Student interests and needs learned and used by teacher in planning and delivery
			Evidence of differentiation in the classroom– i.e.- different handouts/exercise/assignments geared for specific learning groups
			Progress monitoring logs are accessible and up to date
			Evidence of modifications/plans/communication for students with IEP's/504's
1B: Comments <i>(see scripted notes for more evidence)</i>			
Framework			
1c: Setting instructional outcomes	--		
**Evidence - -Evaluator/teacher conversations -Lesson/unit plan -Observation			1B Framework "Look Fors"
			Lesson plans (units) aligned to curriculum guides/common core/state standards
			Instructional outcomes are listed on the board throughout class instruction
			Lesson activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; etc.)
			Assessment data that shows outcomes are being achieved in your classroom
			Outcomes represent significant learning
1C: Comments <i>(see scripted notes for more evidence)</i>			

Framework			
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1d: Demonstrating knowledge of resources			
			1D Framework "Look Fors"
**Evidence - -Evaluator/teacher conversations -Lesson/unit plan -Observation			Teacher uses research-based materials recommended by school/district or professional organizations
			A broad range of texts and internet resources are utilized
			Teacher has incorporated Community Resources or Guest Speakers regularly.
1D: Comments <i>(see scripted notes for more evidence)</i>			
Framework			
1e: Designing Coherent instruction	--		
			1E Framework "Look Fors"
**Evidence - -Evaluator/teacher conversations -Lesson/unit plan -Observation -Pre-observation form -Learning targets -Entry slips/exit slips			Lesson supports instructional outcome (Essential Question, Big Idea, Learning Objective)
			Lesson incorporates opening/closing knowledge checks (bellringer/exit slip)
			Lesson incorporates "Student choice"
			Students have access to a wide variety of resources
			Lesson is differentiated to meet individual student needs
			Structured and planned groups (Flexible)
			Students reflect on their participation and make suggestions
			Lesson is carefully sequenced by the teacher using CCSS
1E: Comments <i>(see scripted notes for more evidence)</i>			

Framework			
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1f: Designing Student Assessments	--		
**Evidence - -Evaluator/teacher conversations -Lesson/unit plan -Observation - Formative and summative assessments and tools			1F Framework "Look Fors" Assessment aligns with instructional outcome Variety of performance opportunities Modified Assessments Clear Expectations Formative assessments designed to make quick decisions/changes during instruction Scoring systems/rubrics establishing measurable criteria are communicated up front Feedback to students guide next steps, i.e. teaching or re-teaching
1F: Comments <i>(see scripted notes for more evidence)</i>			
The Classroom Environment			
<u>Framework</u>	<u>Rating</u>		
2a: Creating an environment of respect and rapport			
**Evidence - -Evaluator/teacher conversations -Lesson/unit plan -Observation - Illustrations of response to student work			2A Framework "Look Fors" Respectful talk and active listening (both teacher and students) Knowledge and caring of students cultures, backgrounds and lives outside of school Positive body language (students are paying attention, involved) ALL students are highly respectful Students are not afraid to share their ideas with teachers and peers (intellectual risk)

			Students respectfully correct one another (accountable talk or "shhh" to encourage another student to listen or participate)
			Awareness of Physical proximity (move around the classroom to encourage students to speak up so that everyone can hear their response)
			Polite, fair
2a: Comments <i>(see scripted notes for more evidence)</i>			

Framework			
2b: Establishing a culture for learning			
**Evidence - -Evaluator/teacher conversations -Observation - Photos/Videos			<u>2B Framework "Look Fors"</u>
			Teacher displays belief in value of content (directly or indirectly)
			High expectations- verbal and non-verbal for Learning, Participation, Effort and Work Quality
			Classroom displays student work
			Classroom has visual aids that enhance the learning process
			Student work is displayed in classroom/bulletin board (scored and rated with written feedback);
			The nature of the interactions and the tone of conversations with and among students reflect they are interested in and value learning and hard work.
			I can statement posted, student friendly, and very visible
2b: Comments <i>(see scripted notes for more evidence)</i>			
Framework			

2c: Managing classroom procedures			
**Evidence - - Observations - Syllabus - Parent communication			<u>2C Framework "Look Fors"</u>
			Smooth routines, students know what to do/where to go
			Little or no loss of instructional time
			Students play important role in carrying out routines
			Classroom rules & procedures are posted and students are aware and follow them
			Teacher explains, re-teaches and implements procedures
			Teacher makes effective use of aides/paraprofessionals
			Teacher makes effective use of class time ("bell to bell" teaching)

2C: Comments

(see scripted notes for more evidence)

Framework

2d: Managing student behavior

****Evidence -**
- Observations
- Disciplinary records/plans (content)

2D Framework "Look Fors"

Clear standards of conduct (posted and referred to if needed)

Teacher awareness of conduct

Absence of misbehavior

- Student / parent feedback			
- Parent communications			
			Slight misbehavior is swiftly corrected
			Preventive action / reinforcement of positive behavior
			Teacher silently and subtly monitors student behavior (proximity)
			Students respectfully intervene with other classmates when appropriate

2d: Comments

(see scripted notes for more evidence)

Framework

2e: Organizing physical space

**Evidence -

- Observations
- Video/Photos
- Online course structure

2E Framework "Look Fors"

Pleasant, inviting atmosphere

Safe, accessible environment

Furniture arrangement conducive to learning

Effective use of physical resources such as Computers (Student and teacher)

Incorporation of student designed or "student choice" seating. (flexible seating, etc)

2e: Comments

(see scripted notes for more evidence)

Instruction

Framework

Rating

3a: Communicating with students

- **Evidence -
- Observations

3A Framework "Look Fors"

- Assessed student work - Communications with students - Handouts with instructions - Formative assessments			Consistent electronic communication with students/parents(e-mail, ClassDojo, Google Classroom, etc.)
			Students take initiative in classroom discussion
			Class website/page is updated recently/regularly
			Gradebook is updated regularly (<i>To be reviewed during classroom observation</i>)
			Teachings facilitate strong classroom discussion
			Clear directions and explanations (oral and written)
			I can statement posted, and reference regularly throughout the lesson
			Teacher explains to students the purpose of particular assignment/activity/learning
			Vivid, expressive language is used to enhance student experience
			Teacher ensures every student comprehends the lesson objective(s) before moving on
			Teacher allows/facilitates student leadership in lessons. (is more of a "guide on the side" not the "Sage on the stage")

3a: Comments

(see scripted notes for more evidence)

Framework			
3b: Using questioning and discussion techniques			
			<u>3B Framework "Look Fors"</u>
			High order questions initiated by teacher
			High Order Questions Initiated by the students themselves
			Cognitively challenging questions with multiple answers and/or paths to take to arrive at the answer
**Evidence - - Observations - Lesson plan - Videos - Student work - Online Discussion			Effective use of student ideas and responses & High Student Participation (Teacher builds on student responses- all students engaged)
			Discussion is relevant to and references learning target

			Student centered discussion- Teacher Facilitating
			Students encourage and challenge each others thinking
			Students are involved equally throughout the lesson (questioning equity)

3b: Comments

(see scripted notes for more evidence)

Framework

3c: Engaging students in learning

3C Framework "Look Fors"

**Evidence -

- Observations
- Lesson plans
- Student work
- Use of technology/ instructional resources

Student enthusiasm, interest, etc.

Students are engaged in discussing, debating, and answering "what if?" questions, discovering patterns, etc.

Clear incorporation of (teacher-arranged) student choice in the lesson

Students actively working (not just compliant or on-task)

Clear incorporation of student choice in the lesson

Students interact with technology or hands-on resources/manipulatives

Incorporation of engaging video/audio in delivery (support all learning styles)

Students are encouraged to explain their thinking

Students suggest modifications to learning task, grouping or materials to make it more meaningful

Students are highly motivated- even on challenging problems

Appropriate pacing (students don't feel rushed, or get bored). Most students are provided the time needed to be intellectually engaged.

Student movement integrated into the lesson

3C: Comments

(see scripted notes for more evidence)

[illegible]

Teacher persists in seeking approaches for students who have difficulty learning.

Teacher takes advantage of an unexpected event and turns it into a true "teachable moment".

Incorporation of student interests and/or events of the day into a lesson

3e: Comments

(see scripted notes for more evidence)

Professional Responsibilities

Framework

Rating

4a: Reflecting on teaching

4A Framework "Look Fors"

Teacher is detailed and accurate in written reflection on lesson taught

Post Observation Form submitted with thoughts/plans for self-improvement

4a: Comments

(see scripted notes for more evidence)

Framework

4b: Maintaining accurate records

4B Framework "Look Fors" To be reviewed at Post Ob Meeting

Gradebook maintained, updated weekly, in Standards Based format

Class Dojo/ Google Classroom well maintained with all documentation accessible

Tier II/ III data accessible and organized

Evidence of effective Progress monitoring

Student assessment data/ Data binder kept and organized

4b: Comments*(see scripted notes for more evidence)*Framework4c: Communicating
with families**4C Framework "Look Fors" To be reviewed at Post Ob Meeting**Regular communication with parents about student
progress/success (email/phone/ClassDojo).Evidence of positive communications/celebrations with
parentsExamples of assignments geared particularly for families
(photo frames, Mother's Day cards,
etc.)Teacher-organized community activities or participation in
FRYSC community program

Classroom newsletters

Participation in Parent conferences

4c: Comments*(see scripted notes for more evidence)*Framework4d: Participating in
a professional
community

NA

4D Framework "Look Fors"Teacher serves on committees (local, state, national,
teacher associations, etc.)

Teacher supervises/coaches extra-curricular activities

Teacher volunteers (work/paid) within the school (after
school programs, clubs, book fairs, ticket sales, etc.)Teacher attends/presents at educational
workshops/meetings/conferencesParticipation in professional organizations supporting
academic inquiry

Shares feedback in PLCs

4d: Comments*(see scripted notes for more evidence)*Framework

4e: Growing and developing professionally	NA		
			4E Framework "Look Fors"
			Attendance at workshops and PD's
			Seeks out own professional learning
			Highly engaged in PLCs with Colleagues (taking leadership, interacting with professional attitude, etc)
			Seeking feedback from Supervisors and Colleagues
			Seeking and setting up peer observations with other teachers in your school
			Teacher visits or invites others into room to share best practices
			Teacher supports peers schoolwide (offering ideas/tips/tutorials on tools/strategies, sharing "here's what worked for me", providing encouragement and positive attitude
4e: Comments <i>(see scripted notes for more evidence)</i>			
Framework			
4f: Showing professionalism			
			Teacher is supportive of team, is professional/courteous/supportive, teaches with team and not at their own pace
			Teacher is ALWAYS on time & Dressed professionally
			Teacher completes all extra duties (on time, does not leave early, finds coverage when missing)
			Teacher reads and responds to emails from administration in a timely manner
			Clearly is aware of and follows the teacher handbook/board policies
			Teacher seeks out leadership roles in the school or in the community/ professional organizations
			Advocates for underserved students
			Teacher is open-minded and willing to adopt new approaches
			Teacher seeks out opportunities to exhibit Helpfulness to colleagues needing extra support/help
4f: Comments <i>(see scripted notes for more evidence)</i>			

Robertson County School District

TGPES and OPGES

School Year: 2025-26

Name: _____

Connecting Priority Growth Needs to Professional Growth Planning:

Please select one or more areas that show how your goal connects with a priority area of need:

- | | |
|---|---|
| ☐ Self-Reflection
☐ Assessment data-- College and Career Readiness, KOSSA, State assessment, CERT, I-Ready, or _____ | ☐ Observations
☐ Comprehensive District or School Improvement Plan |
|---|---|

Component Alignment:

- | | | | |
|---|---|---|---|
| ☐ 1A
☐ 1B
☐ 1C
☐ 1D
☐ 1E
☐ 1F
☐ 2A | ☐ 2B
☐ 2C
☐ 2D
☐ 2E
☐ 3A
☐ 3B
☐ 3C | ☐ 3D
☐ 3E
☐ 4A
☐ 4B
☐ 4C
☐ 4D
☐ 4E | ☐ 4F
☐ 4G (Library)
☐ 4H (Library)
☐ 4I- (Library) |
|---|---|---|---|

Professional Growth Goal:

Activities	Materials/Supports/Resources	Target Date:

How will I know if I accomplished my goal, what evidence will be used to measure?

Beginning of Year- Plan Developed: Date: _____

- ☐ Approved
- ☐ Revise please and re-submit

End of Year Review: Date: _____

- ☐ Achieved
- ☐ Continue professional growth with this plan

- ☐ New plan for next year

Beginning of Year: Employee Signature

End of Year Review: Employee Signature

Beginning of Year: Evaluator Signature

End of Year Review: Evaluator Signature

Principal and Assistant Principal Evaluation

Principal and assistant principal performance shall be evaluated using the Kentucky Framework for Personnel Evaluation and applicable criteria from the Professional Standards for Educational Leaders.

The four performance measures shall be:

- Planning
- Environment
- Instruction
- Professionalism

The evaluator shall use multiple sources of evidence and professional judgment to determine a rating of Exemplary, Accomplished, Developing, or Ineffective for each applicable performance measure.

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

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

Principal Performance Measures

The Principal Performance Measures are designed to support student achievement and professional best practices through the Measures of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication and Community Relations; and Professionalism.

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

The professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level, and leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
- Professional Growth Planning and Self-Reflection
- Site-Visits

The following may also be used to inform rating of the relevant measures:

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

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

Principals and assistant principals shall participate in professional growth planning and reflection. Each administrator shall identify at least one professional growth goal annually in consultation with the evaluator. Progress toward the goal shall be reviewed during the year and may be used as evidence of professional growth.

Site Visits-completed by supervisor of principal or completed by the head principal with the assistant principal

Site visits are a method by which the superintendent or his/her designee may gain insight into the principal's practice about the measure or a method by which a head principal may gain insight into an assistant principal's practice about the measures. During a site visit, the evaluator 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.

Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional sources of evidence to support their own professional practice. This evidence should yield information related to the principal's/assistant principal's practice relating to each of the standards.

The following list is a suggested list of possible sources:

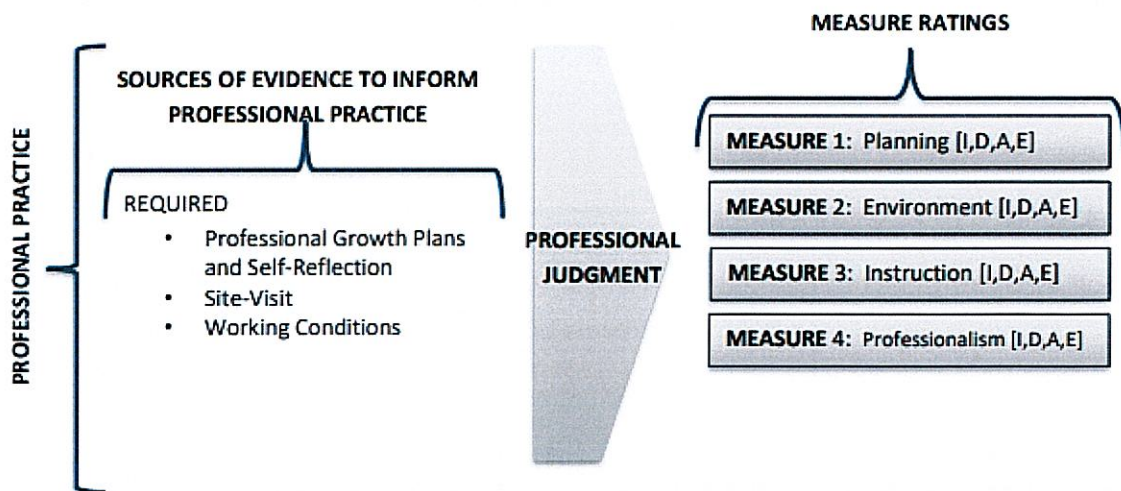
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation

- Surveys Professional Organizations membership
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- School web pages
- School plans such as CSIP, 30/60/90, assist program reviews, etc.
- State or Local Assessment data
- Additional sources deemed relevant by the supervisor

Principals and assistants who have attained applicable continuing status shall receive a summative evaluation at least once every five (5) years. Principal and assistant principals who have not attained applicable continuing status shall receive a summative evaluation annually. The immediate supervisor may conduct an additional summative evaluation when determined necessary.

Professional Rating Practice

- Record Ratings in the district approved technology platform
- Rating for professional practice shall be determined before or during the end-of-year conference.



District-Level Certified Personnel

Evaluation of District-Level Certified Personnel

Certified personnel assigned to the district level shall be evaluated using the applicable performance criteria established in KRS. 156.557 and 704 KAR 3:370. Evaluation criteria and evidence shall be appropriate to the employee's specific job category and assigned responsibilities.

Sources of evidence may include:

- Completion of assigned duties and responsibilities;
- Professional growth;
- Communication and collaboration;
- Program implementation and compliance;
- Planning and organizational effectiveness;
- Products or practice;
- Conferences with the evaluator; and
- Other evidence directly related to the employee's job responsibilities.

The evaluator shall use professional judgment and relevant evidence to determine the employee's overall performance.

Local Evaluation Appeals Panel

District Evaluation Appeals Panels

A certified employee may appeal an evaluation in accordance with KRS 156.557 and 704 KAR 3:370.

The district shall provide:

- A right to a hearing for every appeal;
- An opportunity for the evaluator and evaluatee, at least five (5) days before the hearing, to review all documents that will be presented to the District Evaluation Appeals Panel; and
- The right of the evaluatee to have a representative of his or her choosing present at the hearing.

The District Evaluation Appeals Panel shall be constituted and operate in accordance with KRS 156.557.