

20-21 Initial Self-Reflection Form for Teachers

Teachers: Using the Kentucky Framework for Teaching Criteria and Rubrics, complete a self-reflection on your teaching practices. Self-Reflections are due as early as May 1 but due within thirty (30) calendar days of the first day reporting for employment each school year (or within 30 calendar days of employment for late hire/new hire/transfer). This self-reflection will be submitted to your principal/supervisor within the timeline. Also, the self-reflection should help guide you in the development of your Professional Growth Goal (PGP) and Professional Development Plan (PDP)/learning needs.

*** Required**

1. Email address *

2. Teacher Name *

3. Date *

Example: January 7, 2019

4. 1A Knowledge of Content and Pedagogy *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

5. 1B Knowledge of Students *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

6. 1C Selecting Instructional Outcomes *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

7. 1D Knowledge of Resources *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

8. 1E Designing Coherent Instruction *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

9. 1F Designing Student Assessment *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

10. 2A Respect/Rapport *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

11. 2B Culture for Learning *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

12. 2C Classroom Procedures *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

13. 2D Student Behavior *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

14. 2E Physical Space *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

15. 3A Communicating *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

16. 3B Questioning and Discussion *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

17. 3C Engaging Students in Learning *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

18. 3D Assessment in Instruction *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

19. 3E Flexibility and Responsiveness *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

20. 4A Reflecting on Teaching *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

21. 4B Maintaining Accurate Records *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

22. 4C Communicating with Families *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

23. 4D Participating in a Professional Community *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

24. 4E Growing and Developing Professionally *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

25. 4F Demonstrating Professionalism *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

26. Overall Reflection of Practice/Comments: (Discuss your reflection here with any area(s) that you plan to address with a Professional Growth Goal and Professional Development (PDP) learning needs during this school year. In other words, respond to how you can improve upon your professional practice to impact student learning.) *

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20-21 Initial Self-Reflection Form for Specialist-Other Professional

Specialist-Other Professional: Using the Kentucky Framework for Teaching: With Specialists Frameworks for Other Professionals Criteria and Rubrics, complete a self-reflection on your teaching practices. Self-Reflections are due as early as May 1 but due within thirty (30) calendar days of the first day reporting for employment each school year (or within 30 calendar days of employment for late hire/new hire/transfer). This self-reflection will be submitted to your supervisor within the timeline. Also, the self-reflection should help guide you in the development of your Professional Growth Goal (PGP) and Professional Development Plan (PDP)/learning needs.

*** Required**

1. Email address *

2. Specialist-Other Professional Name *

3. Educator Role *

Mark only one oval.

- ☐ Guidance Counselor
- ☐ Instructional Specialist
- ☐ Library Media Specialist
- ☐ Speech Language Pathologist
- ☐ School Psychologist
- ☐ Therapeutic Specialist
- ☐ Social Worker
- ☐ Other Not Listed

4. Date *

Example: January 7, 2019

5. 1A *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

6. 1B *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

7. 1C *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

8. 1D *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

9. 1E *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

10. 1F *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

11. 2A *

Mark only one oval.

- ☐ Ineffective
☐ Developing
☐ Accomplished
☐ Exemplary

12. 2B *

Mark only one oval.

- ☐ Ineffective
☐ Developing
☐ Accomplished
☐ Exemplary

13. 2C *

Mark only one oval.

- ☐ Ineffective
☐ Developing
☐ Accomplished
☐ Exemplary

14. 2D *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

15. 2E *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

16. 3A *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

17. 3B *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

18. 3C *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

19. 3D *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

20. 3E *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

21. 3F (for School Psychologist Only)

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

22. 4A *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

23. 4B *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

24. 4C *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

25. 4D *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

26. 4E *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

27. 4F *

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

28. Overall Reflection of Practice/Comments: (Discuss your reflection here with any area(s) that you plan to address with a Professional Growth Goal and Professional Development (PDP) learning needs during this school year. In other words, respond to how you can improve your professional practice to impact student learning.) *

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20-21 Professional Growth Goal (PGG) Form for Teachers or Specialists-Other Professionals

This Professional Growth Planning Form is for Johnson County Teachers and Specialists-Other Professionals. It is used to outline your Professional Growth Goal (PGG) after you have self-reflected using the performance criteria framework for your practice. Educators should reflect on his/her performance criteria, student measures, educator data, and the school/district identified continuous improvement goals. Your PGG should be focused on improving your professional practice and/or delivery of services that ultimately increase student learning/growth. Your PGG should be aligned with your individual practice needs along with the school and district overall needs for improvement. The PGG will be shared with your supervisor once submitted. Your principal/supervisor may request a revision. If so, you will be required to submit the form again with his/her recommendation by the appropriate CEP timeline. The PGG is required to be submitted to the supervisor starting as early as May 1 but due within thirty (30) calendar days from the first day of reporting for employment each school year (or within 30 calendar days if late hire/new hire/transfer).

*** Required**

1. Email address *

2. Name of Teacher or Specialist-Other Professional *

3. Date *

Example: January 7, 2019

4. Educator Framework *

Choose the KY Framework based on your educator role.

Mark only one oval.

- ☐ KY Framework for Teaching (KTIP, Non-Tenure Teacher, Tenure Teacher, Special Education Teacher)
- ☐ KY Framework for Teaching: With Specialist Frameworks for Other Professionals (Counselor, Instructional Specialist, Library Media Specialist, Speech Language Pathologist, School Psychologist, Therapeutic Specialist, Social Worker, etc.)

5. QUESTION 1: Performance Measures: (What Performance Measure has been identified in your Initial Self-Reflection as an area that you need to focus a Professional Growth Goal toward improving your practice or delivery of service?) *

Select one Performance Measure:

Mark only one oval.

- ☐ Planning (Domain 1)
- ☐ Environment (Domain 2)
- ☐ Instruction (Domain 3)
- ☐ Professionalism (Domain 4)

6. QUESTION 2A: Professional Learning Goal Performance Criteria (Using the Kentucky Framework for Teaching, choose one component area that matches your Performance Measure and Domain identified in Question 1 that you have selected as an area of growth need.) *

Select one component or N/A if Other Professional/Specialist and completing QUESTION 2B:

Mark only one oval.

- ☐ N/A I am a Specialist-Other Professional Completing QUESTION 2B
- ☐ Domain 1: A. Demonstrating Knowledge of Content and Pedagogy
- ☐ Domain 1: B. Demonstrating Knowledge of Students
- ☐ Domain 1: C. Selecting Instructional Outcomes
- ☐ Domain 1: D. Demonstrating Knowledge of Resources
- ☐ Domain 1: E. Designing Coherent Instruction
- ☐ Domain 1: F. Designing Student Assessment
- ☐ Domain 2: A. Creating an Environment of Respect and Rapport
- ☐ Domain 2: B. Establish a Culture of Learning
- ☐ Domain 2: C. Managing Classroom Procedures
- ☐ Domain 2: D. Managing Student Behavior
- ☐ Domain 2: E. Organizing Physical Space
- ☐ Domain 3: A. Communicating with Students
- ☐ Domain 3: B. Using Questioning and Discussion Techniques
- ☐ Domain 3: C. Engaging Students in Learning
- ☐ Domain 3: D. Using Assessment in Instruction
- ☐ Domain 3: E. Demonstrating Flexibility and Responsiveness
- ☐ Domain 4: A. Reflecting on Teaching
- ☐ Domain 4: B. Maintaining Accurate Records
- ☐ Domain 4: C. Communicating with Families
- ☐ Domain 4: D. Participating in a Professional Community
- ☐ Domain 4: E. Growing and Developing Professionalism
- ☐ Domain 4: F. Demonstrating Professionalism

7. QUESTION 2B: Professional Learning Goal Performance Criteria (Using the Kentucky Framework for Other Professionals-Specialists, choose one component area that matches your Performance Measure and Domain identified in Question 1 that you have selected as an area of professional growth need.) *

Select one component or N/A if Teacher and completing QUESTION 2A:

Mark only one oval.

- ☐ N/A I am a Teacher Completing QUESTION 2A
- ☐ Domain 1: A.
- ☐ Domain 1: B.
- ☐ Domain 1: C.
- ☐ Domain 1: D.
- ☐ Domain 1: E.
- ☐ Domain 1: F.
- ☐ Domain 2: A.
- ☐ Domain 2: B.
- ☐ Domain 2: C.
- ☐ Domain 2: D.
- ☐ Domain 2: E.
- ☐ Domain 3: A.
- ☐ Domain 3: B.
- ☐ Domain 3: C.
- ☐ Domain 3: D.
- ☐ Domain 3: E.
- ☐ Domain 3: F. (Component for School Psychologist Only)
- ☐ Domain 4: A.
- ☐ Domain 4: B.
- ☐ Domain 4: C.
- ☐ Domain 4: D.
- ☐ Domain 4: E.
- ☐ Domain 4: F.

For QUESTION 3 you will write your Professional Growth Goal (PGG). Remember, it should be written as a SMART Goal.

A SMART Goal is one that is:

Specific: "I plan to increase student engagement in my classroom by using more effective strategies learned through professional development and other learning opportunities."

Measurable: "Growth will be evidenced through my Professional Development Plan on district-approved platform, through my daily lesson plans, and observations."

Achievable: "I plan to attend PD offered in-district that utilizes Kagan Structures and Quality Questioning and Discussion Techniques. I plan on using Whole Brain strategies from a free website, as well."

Realistic/Relevant/Results-Based: "This will help me build on my pedagogy of effective student engagement in my classroom." "I will monitor the effectiveness of my Professional Growth Goal (PGG) by self-reflection on post observations and in my Final Self-Reflection."

Time-Bound: "During the 2018-2019 school year."

Example: In the 2018-2019 school-year, I plan to increase student engagement in my classroom by using more effective strategies learned through professional development and other learning opportunities. This will help me build on my pedagogy of effective student engagement in my classroom. I plan to attend PD offered in-district that utilizes Kagan Structures and Quality Questioning and Discussion Techniques. I plan on using Whole Brain strategies from a free website, as well. Integrating these strategies will help me to improve my practice around student engagement. Growth will be evidenced through by my Professional Development Plan on district-approved platform, through my daily lesson plans, and observations. I will monitor the effectiveness of my Professional Growth Goal (PGG) by self-reflection on post observations and in my Final Self-Reflection.

8. QUESTION 3: Write a Professional Growth Goal (PGG) Statement for this school year. *

Write your Professional Growth Goal (be sure it is written as a SMART Goal).

9. **REQUIRED BY SUPERVISOR:** I certify that I have read the PGG and it is (Indicate One Below: Approved, Pending Revision, or Not Approved Re-Submit a New PGG).

Include Supervisor initials below to Approve PGG, as written. The educator will receive feedback on the original form if the PGG is indicated by the Supervisor as "Approved." (Example: XYZ Approved) If a PGG is "Pending Revision" or "Not Approved Re-Submit a New PGG", it will also be indicated on the original form. However, it is the responsibility of the educator to ensure the PGG status and meet the CEP timeline.

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20-21 End-of-Year Final Self-Reflection Form for Teachers/Specialists-Other Professionals (Due before April 1)

The End-of-the-Year Self-Reflection for teachers/specialists-other professionals is due to be shared with your supervisor before April 1 each school year. It is a time for educators to reflect on the Professional Growth Planning Cycle and their evidence toward the improvement of their professional practice, student achievement, and leadership. The Professional Growth Goal (PGG) should be addressed with statements to support evidence of attainment/successful progress toward attainment. Completion of the Professional Development Plan (PDP) should be discussed, as well. This is a great time to reflect on what changes you need to implement or next steps for improving your professional practice based on feedback and reflection.

Required Evidences: Initial Self-Reflection, Professional Growth Goal, Professional Development Plan, Final Self-Reflection, Pre and Post Observation Forms, and Observation Data/Post-Conferences.

Other Measures: Walkthroughs, Lesson Plans/Units of Study, PLC Minutes/Agendas, Student Voice Surveys, Student Growth Data, Student Work Samples, Videoed Lessons, Assessments, Professional Learning, Program Review Evidence, Participation in Professional Organizations/Groups, etc.

*** Required**

1. Email address *

2. Teacher/Specialist-Other Professional Name *

3. Educator Role **Mark only one oval.*

- ☐ Teacher (Regular Education, Special Education, Tenure, Non-Tenure, etc.)
- ☐ Guidance Counselor
- ☐ Instructional Specialist
- ☐ Library Media Specialist
- ☐ School Psychologist
- ☐ Speech Language Pathologist
- ☐ Therapeutic Specialist
- ☐ Social Worker
- ☐ Other Not Listed

4. Date *

*Example: January 7, 2019***5. Reflect on your current year Professional Development Plan (PDP): ***

Check all that apply.

Check all that apply.

☐ I HAVE COMPLETED the minimum annual 24 PD Credit Hours as evidenced by the district platform.

☐ I HAVE NOT COMPLETED the required minimum annual 24 PD Credit Hours as evidenced by the district platform. This should be addressed in the final Overall Reflection on your PGP regarding Performance Measure: Professionalism.

6. Reflect on your current year Professional Growth Goal (PGG). Based on required sources of evidence and other measures, rate yourself based on the successful completion of your PGG. *

Choose one rating for completion of your PGG.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

7. Discuss the overall Professional Growth Planning Cycle (PGP). Discuss required evidences and other measures that support your self-reflection rating of your PGG, completion of your PD Plan, and overall reflection of the four performance measures (Planning, Environment, Instruction, Professionalism). *

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20-21 Pre-Observation Planning Form for Teachers

This form is due to your supervisor at least two (2) working days before a scheduled full observation. The supervisor may require the form before a scheduled partial-focus observation, as well. The lesson plan should be available for view during the observation. In addition to the Pre-Observation Planning Form, the supervisor may request the lesson plan or assessment(s) in advance of the lesson. Evaluators/Supervisors will conduct a post-conference within five (5) working days of the observation.

*** Required**

1. Email address *

2. Teacher Name *

3. Date *

Example: January 7, 2019

4. School: *

Mark only one oval.

- ☐ Central Elementary
- ☐ Flat Gap Elementary
- ☐ Highland Elementary
- ☐ Porter Elementary
- ☐ W R Castle Elementary
- ☐ JCMS Johnson County Middle School
- ☐ JCHS Johnson Central High School
- ☐ JCAS Johnson County Alternative School
- ☐ Itinerant or District-Wide Teacher

5. Grade Level/Subject *

6. Evaluator/Supervisor Name *

7. Scheduled Observation Type *

Mark only one oval.

- ☐ Partial-Focus Observation (20-30 Minutes in length on a focus area within Performance Measures or components of Environment and/or Instruction.)
- ☐ Full Observation (for the lengths of a full class period that is based on Performance Measures: Environment and Instruction.)

8. Date of Scheduled Observation *

Example: January 7, 2019

9. Time of Scheduled Observation *

Example: 8:30 AM

10. Standards: Explain the standard(s) and/or learning targets addressed in this lesson. How do these objectives support the KY Standards or district's curriculum? To which part of the curriculum does this lesson relate? How does this fit in the sequence of learning for this class? (Component 1A) *

11. Description of Class/Learning Needs/Differentiation: Briefly describe the students in your class, including those with special needs (intervention or enrichment). What information specific to your students' backgrounds, skills, and interests have you taken into consideration when planning the lesson? What difficulties do students typically experience in this content area or standard? How do you plan to anticipate these difficulties? How will you differentiate instruction for individuals or groups of students? (Component 1B) *

12. High Expectations/ Rigor/Goals: Explain how the instructional outcomes represent high expectation and rigor? Is there use of "I cans"? Is the instructional outcomes linked to other disciplines or individual student needs? Do students set their own goals or monitor their own goals in this lesson? (Component 1C) *

13. Materials and Resources: What instructional materials or other resources, if any will you use? (Have available sample materials you will be using in the lesson.) (Component 1D) *

14. Activities/Strategies/Groupings: What learning experiences are designed for students to engage with the intended outcomes/essential skills? Are activities differentiated? What will the students do? Will the students work in groups, partners, individually, and/or whole group? Do some activities provide for student choice? Does time allotted support the activities? Does the lesson have clear structure? (Component 1E) *

15. Assessments: How and when will you know whether the students have achieved the learning target(s)? What type of assessments will be used in the lesson? How do you plan to use the results of the assessment to measure the learning results? (Component 1F) *

16. Is there any additional information you would like the evaluator/supervisor to know before observing your class? *

17. If this is a PARTIAL-FOCUS observation, what particular Performance Measure (Environment or Instruction) or component(s) (2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, or 3E) would you like the supervisor to observe/focus on and provide feedback about the lesson? (Best Practice: It should reflect observation of your PGG (when applicable.) *

Check all that apply.

☐ N/A This is a full observation so my supervisor will be observing Performance Measures Environment and Instruction.

☐ Performance Measure: Environment (Domain 2)

☐ 2A Respect/Rapport

☐ 2B Culture for Learning

☐ 2C Classroom Procedures

☐ 2D Student Behavior

☐ 2E Physical Space

☐ Performance Measure: Instruction (Domain 3)

☐ 3A Communicating

☐ 3B Questioning and Discussion

☐ 3C Engaging Students in Learning

☐ 3D Assessment in Instruction

☐ 3E Flexibility and Responsiveness

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20-21 Pre/Post Observation Reflection Form for Specialists-Other Professionals

This form is to be submitted to your supervisor at least two (2) working days before a scheduled full observation or site-visit. The supervisor may require the form before a scheduled partial-focus observation/site-visit, as well. If applicable, a lesson plan and assessment(s) may be requested by the supervisor to be provided in advance of a classroom observation. Specialists-Other Professionals have diverse roles in the school setting. Therefore, depending on the educator role, the supervisor/evaluator may choose to conduct an observation or a site-visit. This form serves as both the pre and post reflection for Specialists-Other Professionals. Evaluators/Supervisors will conduct a post-conference within five (5) working days of the observation/site-visit.

*** Required**

1. Email address *

2. Specialist-Other Professional Name *

3. Date *

Example: January 7, 2019

4. Educator Role *

Mark only one oval.

- ☐ Guidance Counselor
- ☐ Instructional Specialist
- ☐ Library Media Specialist
- ☐ Speech Language Pathologist
- ☐ School Psychologist
- ☐ Therapeutic Specialist
- ☐ Social Worker
- ☐ Other Not Listed

5. School *

Mark only one oval.

- ☐ Central Elementary
- ☐ Flat Gap Elementary
- ☐ Highland Elementary
- ☐ Porter Elementary
- ☐ W. R. Castle Elementary
- ☐ JCMS
- ☐ JCHS
- ☐ JCAS
- ☐ District-Wide

6. Evaluator/Supervisor Name *

7. Date of Scheduled Observation *

Example: January 7, 2019

8. Time of Scheduled Observation/Site-Visit *

Example: 8:30 AM

9. Scheduled Observation Type *

Mark only one oval.

- ☐ Partial-Focus Observation/Site-Visit (Partial-Focus (20-30 minutes in length) on a focus area within Performance Measures or components of Environment and/or Instruction.)
- ☐ Full Observation/Site-Visit (for the length of a full class period or full lesson that is based on Performance Measures: Environment and Instruction. In some educator roles, this is completed as an observation and in some cases a site-visit.)

10. Using the KY Framework for Teaching: Specialists-Other Professionals, discuss components of what you do to support student achievement, professional practice and leadership through the Performance Measure Planning. *

11. Using the KY Framework for Teaching: Specialists-Other Professionals, discuss components of what you do to support student achievement, professional practice and leadership through the Performance Measure Environment. *

12. Using the KY Framework for Teaching: Specialists-Other Professionals, discuss components of what you do to support student achievement, professional practice and leadership through the Performance Measure Instruction. *

13. Using the KY Framework for Teaching: Specialists-Other Professionals, discuss components of what you do to support student achievement, professional practice and leadership through the Performance Measure Professionalism.

14. If this is an Observation (not a Site-Visit), and an actual classroom lesson is being observed, is there any particular performance criteria that you would like the evaluator/supervisor to specifically observe during the lesson? (The supervisor/evaluator may request a lesson plan and assessment(s) at least two (2) working days in advance of the observation.)

15. Other information you want to provide the supervisor regarding your educator role in regards to your professional practice and/or delivery of services to improve instruction, student learning, and/or the overall school culture. *

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20-21 Post-Observation Reflection Form For Teachers

This form is to be submitted to your supervisor within two (2) working days after a completed full observation (and may be required by supervisor for a partial-focus observation). This form will be helpful in your feedback and communication with your supervisor about your reflection on the observation, your Professional Growth Goal, overall reflection, and evidence of the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism.

*** Required**

1. Email address *

2. Teacher Name: *

3. Subject/Grade Level: *

4. Date of Observation: *

Example: January 7, 2019

5. What went well and what could have went better during the observation? Provide evidence that supports your response. *

6. Provide additional evidence that supports your professional practice in the specific Domain(s) or Component(s) of which you were observed. (Example: If you were observed in 3d as a partial-focus you could provide information about the formative assessments you used and the analysis of the formatives to demonstrate evidence. In a full observation you would discuss evidence from Domains 2 and 3.) *

7. Discuss where you are in your progress toward successful attainment of your Professional Growth Goal (PGG) and improving your professional practice in this identified area(s). *

8. Is there any additional support you need that would help you toward your PGG? If so, discuss what it is you need and how it would help you grow positively in your identified professional practice? *

9. What other evidence would you like to provide that supports your ratings in Performance Measures of: Planning, Environment, Instruction, or Professionalism? *

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20-21 Observation Form for Teachers

The observation process is one source of required evidence to determine teacher effectiveness. The supervisor observations will provide feedback. The rationale for observation is to encourage continued professional growth in teaching and learning through collaboration, feedback, and critical reflection. Supervisors are required to conduct a minimum of three (3) scheduled observation in a tenure cycle. Two (2) observations may be full or partial-focus and the final observation must be a full observation and in the summative year. Non-tenured teachers are required a minimum of three (3) annual observations in the cycle. All classroom observation of performance shall be conducted openly and with full knowledge of the certified personnel member. Evaluators/Supervisors will conduct a post-conference within five working days of the observation/site-visit.

*** Required**

1. Email address *

2. Evaluatee/Teacher Name *

3. Subject/Grade Level *

4. Evaluator/Supervisor Name *

5. Date of Observation

Example: January 7, 2019

6. Time of Observation *

Example: 8:30 AM

7. Observation Type *

Mark only one oval.

- ☐ Partial-Focus (20-30 minutes in length on a focus area within Performance Measures or components of: Environment and/or Instruction.
- ☐ Full (for the length of a full class period or full lesson that is based on Performance Measures: Environment and Instruction.
- ☐ Classroom Walkthrough/Learning Walk (brief, unscheduled informal but focused observation used to help inform the educator through formative data about their day-to-day instructional practices.
- ☐ Other: _____

8. Observation Purpose *

Mark only one oval.

- ☐ Scheduled Observation (Required in Cycle)
- ☐ Scheduled Observation (Formative-Inform Practice)
- ☐ Unscheduled Observation
- ☐ Classroom Walkthrough/Learning Walk

9. Planning (Required for Full Observation)

Mark only one oval per row.

	Ineffective	Developing	Accomplished	Exemplary
1A Demonstrating Knowledge of Content and Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1B Demonstrating Knowledge of Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1C Selecting Instructional Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1D Demonstrating Knowledge of Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1E Designing Coherent Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1F Designing Student Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Planning: Overall Feedback/Comments Based on KY Framework Performance Criteria

11. Environment (Required for Full Observation)

Mark only one oval per row.

	Ineffective	Developing	Accomplished	Exemplary
2A Creating an Environment of Respect and Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2B Establish a Culture of Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2C Managing Classroom Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2D Managing Student Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2E Organizing Physical Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Environment: Overall Feedback/Comments Based on KY Framework Performance Criteria

13. Instruction (Required for Full Observation)

Mark only one oval per row.

	Ineffective	Developing	Accomplished	Exemplary
3A Communicating with Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3B Questioning and Discussion Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3C Engaging Students in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3D Using Assessment in Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3E Demonstrating Flexibility and Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Instruction: Overall Feedback/Comments Based on KY Framework Performance Criteria

15. Professionalism (Required for Full Observation)

Mark only one oval per row.

	Ineffective	Developing	Accomplished	Exemplary
4A Reflecting on Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4B Maintaining Accurate Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4C Communicating with Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4D Participating in a Professional Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4E Growing and Developing Professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4F Demonstrating Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Professionalism: Overall Feedback/Comments Based on KY Framework Performance Criteria

17. Overall Feedback/Recommendations from Observation *

18. Evaluatee Comments

19. REQUIRED BY SUPERVISOR: Post-Observation Conference Date

Example: January 7, 2019

20. REQUIRED BY SUPERVISOR: Post Conference Acknowledgement (Supervisor initials below, certify the sharing of the observation not necessarily agreement with the results and ratings.) Both evaluator and evaluatee should provide signatures on the printed hard copy.

Supervisor initials below (Example: XYZ). Both evaluator and evaluatee should provide signatures on the hard copy.

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20-21 Summative Rating Form

The Summative Rating means the overall rating for a certified school personnel below the level of superintendent as determined by the district Certified Evaluation Plan (CEP) aligned to the KY Educator's Framework. Summative Ratings are due by April 15 annually for non-tenure teachers/specialists, all administrators, all tenure teachers/specialists in their Summative Year of the three year Professional Growth Evaluation Cycle. Tenure teachers/specialists with any rating as "Ineffective" in the Performance Measures (Planning, Environment, Instruction, Professionalism) may be placed in a Summative Rating Professional Growth Evaluation Cycle. Educators with any "Ineffective" rating must complete a Corrective Action Plan (CAP) within the CEP timeline. A copy of the Summative Rating Form is required to be placed in the employee Personnel Folder at Central Office.

* Required

1. Email address *

2. Evaluatee Email:

3. **OVERALL PROFESSIONAL PRACTICE RATING:** Using the Performance Criteria outlined in the Educator's KY Framework/Standards and based on the required sources of evidence to inform professional practice and other measures outlined in the Certified Evaluation Plan, what is the Overall Professional Practice Rating for each Performance Measure? (*Must develop a Corrective Action Plan (CAP) for any ineffective rating.) *

Mark only one oval per row.

	Ineffective*	Developing	Accomplished	Exemplary
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **OVERALL PERFORMANCE CATEGORY/SUMMATIVE RATING:** Using the Minimum Criteria for Determining the Overall Performance Category-Decision Rules (CEP Teacher Page 20/CEP Principal Page 33/CEP District Administrator Page 40), what is the Summative Rating for this educator? (*Must develop a Corrective Action Plan (CAP) for any ineffective rating.) *

Mark only one oval.

- ☐ Ineffective *
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

5. Recommendations for Professional Growth Goal (PGP) Based on Overall Performance: *

Mark only one oval.

- ☐ TEACHER/SPECIALIST: If Overall Rating is "Exemplary" or "Accomplished", and no "Ineffective", PGP is developed by the educator (approved by Supervisor).
- ☐ TEACHER/SPECIALIST: If Overall Rating is "Developing" or "Accomplished", and an "Ineffective", PGP is determined by the evaluator/supervisor for a duration of up to one year.
- ☐ TEACHER/SPECIALIST: If Overall Rating is "Ineffective", PGP is determined by the evaluator/supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Exemplary" or "Accomplished" and no "Ineffective", PGP is developed by the educator (approved by Supervisor).
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Developing" or "Accomplished" and an "Ineffective", PGP is developed by the evaluator/supervisor for a duration of up to one year.
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Ineffective", PGP is developed by the evaluator/supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Exemplary" or "Accomplished", and no "Ineffective" no PGP is required.
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Developing" or "Accomplished", and an "Ineffective", PGP is determined with the supervisor for a duration of up to one year.
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Ineffective", PGP is determined by the supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)

6. Evaluator Overall Comments: *

7. Evaluatee Overall Comments:

8. REQUIRED BY SUPERVISOR: Post-Conference Date

Example: January 7, 2019

9. REQUIRED BY SUPERVISOR: Post Conference: Initials below, certify sharing of results, not necessarily agreement with the ratings.

10. REQUIRED BY SUPERVISOR: EVALUATOR/EVALUATEE SIGNATURES

Supervisor: Print a hard copy of the Summative Rating. Place both the evaluator and evaluatee signatures below. A copy of the Summative Rating must be placed on file at Central Office in the Personnel Folder of the certified employee upon completion.

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20-21 Corrective Action Plan

A Corrective Action Plan (CAP) may be developed at any time the evaluator needs to address a specific concern regarding an employee's performance. The evaluator and evaluatee must identify corrective action goals and objectives with procedures and activities designed to achieve the goals. Targeted dates for appraising the evaluatee's improvement in performance are scheduled. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

* Required

1. Email address *

2. Educator Name *

3. Educator Role *

Mark only one oval.

- ☐ Teacher/Specialist
☐ Principal/Assistant Principal
☐ District Administrator/Supervisor
☐ Other

4. Supervisor Name *

5. Date *

Example: January 7, 2019

6. Performance Measure *

Check all that apply.

Check all that apply.

- ☐ Planning
- ☐ Environment
- ☐ Instruction
- ☐ Professionalism

7. Present Professional Growth Plan Stage *

Mark only one oval.

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

8. Growth Objective(s)/Goal(s) *

9. Activities and Procedures for Achieving Objective(s)/Goal(s) *

10. Target Date(s) *

11. Evaluator Comments

12. Evaluatee Comments

13. Observation Target Date(s) *

14. SUPERVISOR ONLY: Initials below, certify sharing development and sharing of the CAP, not necessarily an agreement of the CAP.

15. REQUIRED BY SUPERVISOR: Print the Individual Corrective Action Plan (CAP). Both the evaluator and evaluatee will sign the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

16. REQUIRED BY SUPERVISOR: (Upon Completion of CAP Target Date), record the status that the educator has achieved (Achieved or Continue). *

Mark only one oval.

- ☐ Achieved CAP
- ☐ Revised CAP
- ☐ Continue CAP (See CEP)

17. OVERALL ALL COMMENTS BY SUPERVISOR:

18. **REQUIRED BY SUPERVISOR:** Print the completed CAP once the educator status level has been noted above. The evaluator, evaluatee, and Superintendent or Designee will sign and date the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

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20-21 End-of-Year Final Self-Reflection Form for Teachers/Specialists-Other Professionals (Due before April 1)

The End-of-the-Year Self-Reflection for teachers/specialists-other professionals is due to be shared with your supervisor before April 1 each school year. It is a time for educators to reflect on the Professional Growth Planning Cycle and their evidence toward the improvement of their professional practice, student achievement, and leadership. The Professional Growth Goal (PGG) should be addressed with statements to support evidence of attainment/successful progress toward attainment. Completion of the Professional Development Plan (PDP) should be discussed, as well. This is a great time to reflect on what changes you need to implement or next steps for improving your professional practice based on feedback and reflection.

Required Evidences: Initial Self-Reflection, Professional Growth Goal, Professional Development Plan, Final Self-Reflection, Pre and Post Observation Forms, and Observation Data/Post-Conferences.

Other Measures: Walkthroughs, Lesson Plans/Units of Study, PLC Minutes/Agendas, Student Voice Surveys, Student Growth Data, Student Work Samples, Videoed Lessons, Assessments, Professional Learning, Program Review Evidence, Participation in Professional Organizations/Groups, etc.

*** Required**

1. Email address *

2. Teacher/Specialist-Other Professional Name *

3. Educator Role **Mark only one oval.*

- ☐ Teacher (Regular Education, Special Education, Tenure, Non-Tenure, etc.)
- ☐ Guidance Counselor
- ☐ Instructional Specialist
- ☐ Library Media Specialist
- ☐ School Psychologist
- ☐ Speech Language Pathologist
- ☐ Therapeutic Specialist
- ☐ Social Worker
- ☐ Other Not Listed

4. Date *

*Example: January 7, 2019***5. Reflect on your current year Professional Development Plan (PDP): ***

Check all that apply.

Check all that apply.☐ I HAVE COMPLETED the minimum annual 24 PD Credit Hours as evidenced by the district platform.☐ I HAVE NOT COMPLETED the required minimum annual 24 PD Credit Hours as evidenced by the district platform. This should be addressed in the final Overall Reflection on your PGP regarding Performance Measure: Professionalism.

6. Reflect on your current year Professional Growth Goal (PGG). Based on required sources of evidence and other measures, rate yourself based on the successful completion of your PGG. *

Choose one rating for completion of your PGG.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

7. Discuss the overall Professional Growth Planning Cycle (PGP). Discuss required evidences and other measures that support your self-reflection rating of your PGG, completion of your PD Plan, and overall reflection of the four performance measures (Planning, Environment, Instruction, Professionalism). *

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20-21 Initial Self-Reflection Form for Principals/Assistant Principals

Principals/Assistant Principals: Using the Professional Standards for Educational Leaders (PSEL), complete a self-reflection on your professional practice. Self-reflections are due as early as May 1 but due within sixty (60) calendar days of the first day reporting for employment each school year (or within 30 calendar days of employment for late hire/new hire/transfer). This self-reflection will be submitted to your supervisor within the timeline. Also, the self-reflection should help guide you in the development of your Professional Growth Goal (PGP) and Professional Development Plan (PDP)/learning needs.

*** Required**

1. Email address *

2. Principal/Assistant Principal Name *

3. Evaluator/Supervisor Name *

4. School *

Mark only one oval.

- ☐ Central Elementary
- ☐ Flat Gap Elementary
- ☐ Highland Elementary
- ☐ Porter Elementary
- ☐ W. R. Castle Elementary
- ☐ JCMS
- ☐ JCHS
- ☐ JCAS
- ☐ District-Wide

5. Date *

Example: January 7, 2019

6. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

7. Measures You Plan To Provide Upon Request

Check all that apply.

- ☐ Personal Mission and/or Vision Statement (i.e., One Word, Mission and/or Vision Statement, etc.)
- ☐ School Mission, Vision, and Core Values posted/implemented
- ☐ Participation, implementation, and monitoring of the District's Mission, Vision, and Core Values

8. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

9. Measures You Plan To Provide Upon Request

Check all that apply.

- ☐ Professional Attitude and Behaviors
- ☐ Professional Appearance/Demeanor
- ☐ Survey Data (TELL, Other Survey)
- ☐ Reflections
- ☐ Shared Leadership
- ☐ PD/EILA
- ☐ Safe and Healthy School Learning Environment
- ☐ Safe Schools Plan (Drills)
- ☐ SBDM (Minutes/Agenda/Bylaws)

10. Standard 3 Ethics and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Describe any evidence that supports your professional practice with successful implementation of this standard. *

11. Measures You Plan To Provide Upon Request

Check all that apply.

- ☐ PGPs (*Professional Development Plans)
- ☐ PGGs (Professional Growth Goals)
- ☐ PD/EILA
- ☐ Support for Entry or New Teachers to Johnson County Process
- ☐ Teacher Leadership/Shared Leadership
- ☐ Certified Evaluation Plan and CEP Documentation
- ☐ Maximizing Human Resources
- ☐ Financial Responsibility (MUNIS, Budgets, Fiscal Records, Inspections, etc.)
- ☐ Policies and Procedures
- ☐ School Reports (i.e., eProve, IC, etc.)
- ☐ Managing Student Conduct (Behavior Plan, School-Wide Protocol, etc.)
- ☐ Supervision (i.e. Students, Staff, Building, Grounds, Sports, Academics, etc.)
- ☐ Handling Special Populations (i.e., ARC Meetings, etc.)

12. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

13. Measures You Plan To Provide Upon Request

Check all that apply.

- ☐ High Expectations of Learning for All
- ☐ Rigorous Learning Environment
- ☐ Positive, Safe Learning Environment
- ☐ Culture of Respect and Rapport
- ☐ Consistent System of Monitoring Lesson Plans
- ☐ Walkthroughs and Observations
- ☐ Instructional Leadership
- ☐ Curriculum Map
- ☐ Pacing Guides
- ☐ Balanced Assessments
- ☐ Effective Use of Resources
- ☐ Technology Integration
- ☐ Monitoring Non-Traditional Instruction (Documentation and Quality of Instruction)
- ☐ RtI Process
- ☐ Data Dashboard (Analysis/Monitoring of Assessment Data)

14. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

15. Measures You Plan to Provide Upon Request

Check all that apply.

- ☐ Parent Involvement
- ☐ Community Involvement
- ☐ Collaborative Efforts with Teachers/Students/Parents (i.e., Parent Conferences, PTO, Teacher Meetings, etc.)
- ☐ Agenda/Minutes for Meetings (i.e., PLCs/Teacher Meetings, SBDM, PTO, etc.)
- ☐ Communicates with Stakeholders (i.e., Newsletters, Web Page, Social Media, Phone Calls, etc.)

16. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

17. Measures You Plan to Provide Upon Request

Check all that apply.

- ☐ Professional Development Plans
- ☐ PD/EILA
- ☐ Book Studies
- ☐ Monitoring of Professional Growth Goals (PGGs)
- ☐ Certified Evaluations/Classified Evaluations
- ☐ Teacher Meetings
- ☐ Attend/Participate in Principal-Administrators Meetings
- ☐ Reflections
- ☐ Professional Learning Communities (PLCs)
- ☐ Staff Required Trainings
- ☐ Participation in KEDC, KVEC, KASA, KEA, etc.

- 18. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. ***

19. Measures You Plan to Provide Upon Request

Check all that apply.

- ☐ Effective Professional Learning Communities (PLCs)

20. Standard 8 Meaningful Engagement of Families and Communities: 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

21. Measures You Plan to Provide Upon Request

Check all that apply.

- ☐ Parent Conferences
- ☐ PTO/PTA Meetings
- ☐ SBDM
- ☐ ARC Meetings
- ☐ FRYSC
- ☐ Community Events
- ☐ Leadership Meetings/Events
- ☐ Participation/Member of KVEC, KEDC, KEA, KASA, etc.
- ☐ Local Civic Groups
- ☐ Surveys

22. Standard 9 Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Describe any evidence that supports your professional practice with successful implementation of this standard. *

23. Measures You Plan to Provide Upon Request

Check all that apply.

- ☐ SBDM Documents
- ☐ School-Wide Behavior Plans (PBIS)
- ☐ Safe School Plans
- ☐ Budgets/MUNIS Reports
- ☐ Policies and Procedures
- ☐ Schedules/Master Schedule
- ☐ Calendar(s)
- ☐ Required Drills/Documentation
- ☐ Required Trainings Documentation

24. Standard 10 School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Describe any evidence that supports your professional practice with successful implementation of this standard. *

25. Measures You Plan to Provide Upon Request

Check all that apply.

- ☐ Continuous School Improvement Plan (CSIP and CI Documents)
- ☐ Yellow, Green, Red Monitoring Tool
- ☐ 30/60/90/120/180 Day Plans
- ☐ Grants
- ☐ School Report Card
- ☐ Title Plans (I, II, etc.)
- ☐ Data Analysis/Data Dashboard

26. Overall Reflection of Practice/Comments: (Discuss your reflection here with any (area) that you plan to address with a Professional Growth Goal (PGG) and Professional Development Plan (PDP) learning needs during this school year. In other words, respond to how you can improve your professional practice to impact student learning.) *

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20-21 Professional Growth Goal (PGG) Form for Principals/Assistant Principals/District Administrators

This Professional Growth Planning Form is for Johnson County Principals/Assistant Principals (and as required) for District Administrators. It is used to outline your Professional Growth Goal (PGG) after you have self-reflected using the performance criteria outlined in your Professional Standards for Educational Leaders or District-Level Performance Standards. Educators should reflect on his/her performance criteria, student measures, educator data, program data, and the school/district identified continuous improvement goals. Your PGG should be focused on improving your professional practice and/or delivery of services that ultimately increase student learning/growth. Your PGG should be aligned with your individual practice needs along with the school and district overall needs for improvement. The PGG will be shared with your supervisor once submitted. Your supervisor may request a revision. If so, you will be required to submit the form again with his/her recommendation by the appropriate CEP timeline. The PGG is required to be submitted to the supervisor starting as early as May 1 but due within sixty (60) calendar days from the first day of reporting for employment each school year (or within 30 calendar days if late hire/new hire/transfer).

*** Required**

1. Email address *

2. Name of Principal/Assistant Principal/District Administrator *

3. Date *

Example: January 7, 2019

4. Educator Role *

Mark only one oval.

- ☐ Principal
- ☐ Assistant Principal
- ☐ District Administrator/Supervisor

5. Educator Framework/Standards *

Choose the performance criteria based on your educator role.

Mark only one oval.

- ☐ Professional Standards for Educational Leaders (PSEL) (Principal/Assistant Principal)
- ☐ Johnson County District-Level Administrator/Supervisor Performance Standards

6. QUESTION 1: Performance Measures: (What Performance Measure has been identified in your Initial Self-Reflection as an area that you need to focus a Professional Growth Goal toward improving your practice or delivery of service?) *

Select one Performance Measure:

Mark only one oval.

- ☐ Planning
- ☐ Environment
- ☐ Instruction
- ☐ Professionalsim

7. QUESTION 2A: PRINCIPALS/ASSISTANT PRINCIPALS Professional Learning Goal Performance Criteria (Using the Professional Standards for Educational Leaders (PSEL), choose one standard that matches your Performance Measure identified in Question 1 that you have selected as an area of growth need.) *

Mark only one oval.

- ☐ N/A I am a District Administrator/Supervisor Completing QUESTION 2B (as required).
- ☐ Standard 1: Mission, Vision, and Core Values (Planning)
- ☐ Standard 2: Ethics and Professional Norms (Professionalism)
- ☐ Standard 3: Equity and Cultural Responsiveness (Environment)
- ☐ Standard 4: Curriculum, Instruction, and Assessment (Instruction)
- ☐ Standard 5: Community of Care and Support for Students (Instruction)
- ☐ Standard 6: Professional Capacity of School Personnel (Instruction)
- ☐ Standard 7: Professional Community for Teachers and Staff (Environment)
- ☐ Standard 8: Meaningful Engagement of Families and Community (Professionalism)
- ☐ Standard 9: Operations and Management (Planning)
- ☐ Standard 10: School Improvement (Planning)

8. QUESTION 2B: JOHNSON COUNTY DISTRICT-LEVEL CERTIFIED ADMINISTRATORS/SUPERVISORS Professional Learning Goal Performance Criteria (Using the Johnson County District-Level Certified Personnel Administrator/Supervisor Performance Standards), choose one standard that matches your Performance Measure and Domain identified in Question 1 that you have selected as an area of professional growth need.) *

Mark only one oval.

- ☐ N/A I am a Principal/Assistant Principal Completing QUESTION 2A.
- ☐ Standard 1: Program/Instructional Leadership (Instruction)
- ☐ Standard 2: Program Management (Environment)
- ☐ Standard 3: Collaboration (Planning)
- ☐ Standard 4: Professional Responsibilities (Professionalism)

For QUESTION 3 you will write your Professional Growth Goal (PGG). Remember, it should be written as a SMART Goal.

A SMART Goal is one that is:

Specific: "I plan to increase student engagement in my school by learning more about effective strategies through professional development and self-study learning opportunities."

Measurable: "Growth will be evidenced through my Professional Development Plan on the district approved platform, and through walkthroughs and observations reflecting classroom engagement strategies are being implemented with fidelity. "

Achievable: "I plan to attend PD offered in-district that utilizes Kagan Structures, Whole Brain, and Quality Questioning and Discussion Techniques. I plan to utilize self-study resources through books that I read and online resources."

Realistic/Relevant/Results-Based: "This will help me build on my pedagogy of effective student engagement so that I can better impact it within my school and my classrooms." "I will monitor the effectiveness of my Professional Growth Goal (PGG) by my evaluation and feedback forms of completed PD/EILA, self-reflection, and walkthrough and observation data. I will make a final self-reflection on the successful attainment of my goal."

Time-Bound: "During the 2018-2019 school year."

SMART Goal Example: During the 2018-2019 school year, I plan to increase student engagement in my classrooms. I will evidence growth through my PD Plan, walkthroughs, and observation data. I plan to attend PD with my teachers in the area of Kagan Structures, Whole Brain, Quality Questioning, and Discussion Techniques. In addition, I plan to read books and research online resources. My PD Plan and professional learning will help me build on my pedagogy of effective student engagement so I can better assist my teachers in this area. I will know I have attained this goal through walkthrough and observation data when it is being implemented throughout the school and in classrooms with fidelity.

9. QUESTION 3: Write a Professional Growth Goal (PGG) Statement for this school year. *

Write your Professional Growth Goal (be sure it is written as a SMART Goal).

10. **REQUIRED BY SUPERVISOR ONLY:** I certify that I have read the PGG and it is (Indicate One Below: Approved, Pending Revision, or Not Approved Re-Submit a New PGG).

Include Supervisor initials below to Approve PGG, as written. The educator will receive feedback on the original form if the PGG is indicated by the Supervisor as "Approved." (Example: XYZ Approved) If a PGG is "Pending Revision" or "Not Approved Re-Submit a New PGG", it will also be indicated on the original form. However, it is the responsibility of the educator to ensure the PGG status and meet the CEP timeline.

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20-21 End-of-Year Final Self-Reflection Form for Principals/Assistant Principals/District Administrators (Due before April 1)

The End-of-the-Year Self-Reflection for principals/assistant principals/administrators is due to be shared with your supervisor before April 1 each school year. It is a time for educators to reflect on the Professional Growth Planning Cycle and their evidence toward the improvement of their professional practice, student achievement, and leadership. The Professional Growth Goal (PGG) should be addressed with statements to support evidence of attainment/successful progress toward attainment. (The PGG is not required for District Administrators.) Completion of the Professional Development Plan (PDP) should be discussed, as well. This is a great time to reflect on what changes you need to implement or next steps for improving your professional practice based on feedback and reflection.

Required Evidence: Initial Self-Reflection, Professional Growth Goal, Professional Development Plan, Final Self-Reflection, and Observation Data/Post-Conferences.

Other Measures: Tell Survey Results, Instructional Programs, Ongoing Analysis of Student Data, Curriculum Documents, Schedules, Learning Teams, Behavior Plan, PD Plans, Continuous Improvement Plan, Communications, Agendas, Community Involvement, SBDM Minutes/Agenda, Supervision of Activities, Fiscal Records, Budgets, Reports, Professional Organizations, etc.

*** Required**

1. Email address *

2. Principal/Assistant Principal/District Administrator Name *

3. Educator Role *

Mark only one oval.

- ☐ Principal
- ☐ Assistant Principal
- ☐ District Administrator/Supervisor

4. Date *

Example: January 7, 2019

5. Reflect on your current year Professional Development Plan (PDP): *

Check all that apply.

Check all that apply.

- ☐ I HAVE COMPLETED the minimum annual 21 EILA Credit Hours as evidenced by the district platform.
- ☐ I HAVE NOT COMPLETED the required minimum annual 21 EILA Credit Hours as evidenced by the district platform. This should be addressed in the final Overall Reflection on your PGP regarding Performance Measure: Professionalism. Further, deficient EILA Credit Hours are reported.

6. Reflect on your current year Professional Growth Goal (PGG). Based on required sources of evidence and other measures, rate yourself based on the successful completion of your PGG. *

Choose one rating for completion of your PGG. (N/A for District Administrators-CEP page 40.)

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary
- ☐ N/A for District Administrators (See CEP page 40 for details of Minimum Criteria for Determining the Performance Category and PGG Decisions Rules)

7. Discuss the overall Professional Growth Planning Cycle (PGP). If applicable, discuss required evidence and other measures that support your self-reflection rating of your PGG, and completion of your PD Plan. Provide any other overall reflection of the four performance measures (Planning, Environment, Instruction, Professionalism). *

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2020-2021 CEP SITE-VISIT/OBSERVATION FORM for Principal/Assistant Principal

This document is to be used when conducting a scheduled observation/site-visit for educators in the role of principal/assistant principal. Site-Visits/Observations are a method by which the supervisor may gain insight into the principals' practice in relation to the Professional Standards for Educational Leadership (PSEL). Observation encourages continued professional growth in school leadership through collaboration, feedback and critical reflection. There are two required observations/site-visits each year (a formative before December 15 and a summative after January 1 but before April 15). A post-conference must be held within five (5) working days of the completed site visit/observation.

* Required

1. Email address *

2. Principal/Assistant Principal Name *

3. Evaluator/Supervisor Name *

4. School *

Mark only one oval.

- ☐ Central Elementary
- ☐ Flat Gap Elementary
- ☐ Highland Elementary
- ☐ Porter Elementary
- ☐ W. R. Castle Elementary
- ☐ JCMS
- ☐ JCHS
- ☐ JCAS
- ☐ District-Wide

5. Date of Site-Visit/Observation *

Example: January 7, 2019

6. Time of Site-Visit/Observation *

Example: 8:30 AM

7. Site-Visit/Observation Schedule *

Check all that apply.

- ☐ Site-Visit Observation 1 (Before December 15)
- ☐ Site-Visit Observation 2 (After January 1 but before April 1)
- ☐ Other

8. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

9. Measures/Evidence

Check all that apply.

- ☐ Personal Mission and/or Vision Statement (i.e., One Word, Mission and/or Vision Statement, etc.)
- ☐ School Mission, Vision, and Core Values posted/implemented
- ☐ Participation, implementation, and monitoring of the District's Mission, Vision, and Core Values

10. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

11. Measures/Evidence

Check all that apply.

- ☐ Professional Attitude and Behaviors
- ☐ Professional Appearance/Demeanor
- ☐ Survey Data (TELL, Other Survey)
- ☐ Reflections
- ☐ Shared Leadership
- ☐ PD/EILA
- ☐ Safe and Healthy School Learning Environment
- ☐ Safe Schools Plan (Drills)
- ☐ SBDM (Minutes/Agenda/Bylaws)

12. Standard 3 Ethics and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Describe any evidence that supports your professional practice with successful implementation of this standard. *

13. Measures/Evidence

Check all that apply.

- ☐ PGPs (*Professional Development Plans)
- ☐ PGGs (Professional Growth Goals)
- ☐ PD/EILA
- ☐ Support for Entry or New Teachers to Johnson County Process
- ☐ Teacher Leadership/Shared Leadership
- ☐ Certified Evaluation Plan and CEP Documentation
- ☐ Maximizing Human Resources
- ☐ Financial Responsibility (MUNIS, Budgets, Fiscal Records, Inspections, etc.)
- ☐ Policies and Procedures
- ☐ School Reports (i.e., eProve, IC, etc.)
- ☐ Managing Student Conduct (Behavior Plan, School-Wide Protocol, etc.)
- ☐ Supervision (i.e. Students, Staff, Building, Grounds, Sports, Academics, etc.)
- ☐ Handling Special Populations (i.e., ARC Meetings, etc.)

14. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

15. Measures/Evidence

Check all that apply.

- ☐ High Expectations of Learning for All
- ☐ Rigorous Learning Environment
- ☐ Positive, Safe Learning Environment
- ☐ Culture of Respect and Rapport
- ☐ Consistent System of Monitoring Lesson Plans
- ☐ Walkthroughs and Observations
- ☐ Instructional Leadership
- ☐ Curriculum Map
- ☐ Pacing Guides
- ☐ Balanced Assessments
- ☐ Effective Use of Resources
- ☐ Technology Integration
- ☐ Monitoring Non-Traditional Instruction (Documentation and Quality of Instruction)
- ☐ RtI Process
- ☐ Data Dashboard (Analysis/Monitoring of Assessment Data)

16. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

17. Measures/Evidence

Check all that apply.

- ☐ Parent Involvement
- ☐ Community Involvement
- ☐ Collaborative Efforts with Teachers/Students/Parents (i.e., Parent Conferences, PTO, Teacher Meetings, etc.)
- ☐ Agenda/Minutes for Meetings (i.e., PLCs/Teacher Meetings, SBDM, PTO, etc.)
- ☐ Communicates with Stakeholders (i.e., Newsletters, Web Page, Social Media, Phone Calls, etc.)

- 18. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. ***

19. Measures/Evidence*Check all that apply.*

- ☐ Professional Development Plans
- ☐ PD/EILA
- ☐ Book Studies
- ☐ Monitoring of Professional Growth Goals (PGGs)
- ☐ Certified Evaluations/Classified Evaluations
- ☐ Teacher Meetings
- ☐ Attend/Participate in Principal-Administrators Meetings
- ☐ Reflections
- ☐ Professional Learning Communities (PLCs)
- ☐ Staff Required Trainings
- ☐ Participation in KEDC, KVEC, KASA, KEA, etc.

20. 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

21. Measures/Evidence*Check all that apply.*

- ☐ Effective Professional Learning Communities (PLCs)

22. Standard 8 Meaningful Engagement of Families and Communities: 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. Describe any evidence that supports your professional practice with successful implementation of this standard. *

23. Measures/Evidence

Check all that apply.

- ☐ Parent Conferences
- ☐ PTO/PTA Meetings
- ☐ SBDM
- ☐ ARC Meetings
- ☐ FRYSC
- ☐ Community Events
- ☐ Leadership Meetings/Events
- ☐ Participation/Member of KVEC, KEDC, KEA, KASA, etc.
- ☐ Local Civic Groups
- ☐ Surveys

24. Standard 9 Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Describe any evidence that supports your professional practice with successful implementation of this standard. *

25. Measures/Evidence

Check all that apply.

- ☐ SBDM Documents
- ☐ School-Wide Behavior Plans (PBIS)
- ☐ Safe School Plans
- ☐ Budgets/MUNIS Reports
- ☐ Policies and Procedures
- ☐ Schedules/Master Schedule
- ☐ Calendar(s)
- ☐ Required Drills/Documentation
- ☐ Required Trainings Documentation

26. Standard 10 School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Describe any evidence that supports your professional practice with successful implementation of this standard. *

27. Measures /Evidence

Check all that apply.

- ☐ Continuous School Improvement Plan (CSIP and CI Documents)
- ☐ Yellow, Green, Red Monitoring Tool
- ☐ 30/60/90/120/180 Day Plans
- ☐ Grants
- ☐ School Report Card
- ☐ Title Plans (I, II, etc.)
- ☐ Data Analysis/Data Dashboard

28. Overall Comments About Site Visit/Observation and Professional Practice

29. REQUIRED BY SUPERVISOR: Post Conference Date

Example: January 7, 2019

30. REQUIRED BY SUPERVISOR: Post Conference Acknowledgement (Supervisor initials below, certify the sharing of the observation not necessarily agreement with the results and ratings.) Both evaluator and evaluatee should provide signatures on the printed hard copy.

Supervisor initials below (Example: XYZ). Both evaluator and evaluatee should provide signatures on the hard copy.

Google Forms

20-21 Summative Rating Form

Principal/Assist Principal

The Summative Rating means the overall rating for a certified school personnel below the level of superintendent as determined by the district Certified Evaluation Plan (CEP) aligned to the KY Educator's Framework. Summative Ratings are due by April 15 annually for non-tenure teachers/specialists, all administrators, all tenure teachers/specialists in their Summative Year of the three year Professional Growth Evaluation Cycle. Tenure teachers/specialists with any rating as "Ineffective" in the Performance Measures (Planning, Environment, Instruction, Professionalism) may be placed in a Summative Rating Professional Growth Evaluation Cycle. Educators with any "Ineffective" rating must complete a Corrective Action Plan (CAP) within the CEP timeline. A copy of the Summative Rating Form is required to be placed in the employee Personnel Folder at Central Office.

*** Required**

1. Email address *

2. OVERALL PROFESSIONAL PRACTICE RATING: Using the Performance Criteria outlined in the Educator's KY Framework/Standards and based on the required sources of evidence to inform professional practice and other measures outlined in the Certified Evaluation Plan, what is the Overall Professional Practice Rating for each Performance Measure? (*Must develop a Corrective Action Plan (CAP) for any ineffective rating.) *

Mark only one oval per row.

	Ineffective*	Developing	Accomplished	Exemplary
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. OVERALL PERFORMANCE CATEGORY/SUMMATIVE RATING: Using the Minimum Criteria for Determining the Overall Performance Category-Decision Rules (CEP Teacher Page 20/CEP Principal Page 33/CEP District Administrator Page 40), what is the Summative Rating for this educator? (*Must develop a Corrective Action Plan (CAP) for any ineffective rating.) *

Mark only one oval.

- ☐ Ineffective *
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

4. Recommendations for Professional Growth Goal (PGP) Based on Overall Performance: *

Mark only one oval.

- ☐ TEACHER/SPECIALIST: If Overall Rating is "Exemplary" or "Accomplished", and no "Ineffective", PGP is developed by the educator (approved by Supervisor).
- ☐ TEACHER/SPECIALIST: If Overall Rating is "Developing" or "Accomplished", and an "Ineffective", PGP is determined by the evaluator/supervisor for a duration of up to one year.
- ☐ TEACHER/SPECIALIST: If Overall Rating is "Ineffective", PGP is determined by the evaluator/supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Exemplary" or "Accomplished" and no "Ineffective", PGP is developed by the educator (approved by Supervisor).
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Developing" or "Accomplished" and an "Ineffective", PGP is developed by the evaluator/supervisor for a duration of up to one year.
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Ineffective", PGP is developed by the evaluator/supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Exemplary" or "Accomplished", and no "Ineffective" no PGG is required.
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Developing" or "Accomplished", and an "Ineffective", PGP is determined with the supervisor for a duration of up to one year.
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Ineffective", PGP is determined by the supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)

5. Evaluator Overall Comments: *

6. Evaluatee Overall Comments:

7. REQUIRED BY SUPERVISOR: Post-Conference Date

Example: January 7, 2019

8. REQUIRED BY SUPERVISOR: Post Conference: Initials below, certify sharing of results, not necessarily agreement with the ratings.

9. REQUIRED BY SUPERVISOR: EVALUATOR/EVALUATEE SIGNATURES

Supervisor: Print a hard copy of the Summative Rating. Place both the evaluator and evaluatee signatures below. A copy of the Summative Rating must be placed on file at Central Office in the Personnel Folder of the certified employee upon completion.

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Principals/Assistant Principals 20-21

Corrective Action Plan

A Corrective Action Plan (CAP) may be developed at any time the evaluator needs to address a specific concern regarding an employee's performance. The evaluator and evaluatee must identify corrective action goals and objectives with procedures and activities designed to achieve the goals. Targeted dates for appraising the evaluatee's improvement in performance are scheduled. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

* Required

1. Email address *

2. Educator Name *

3. Educator Role *

Mark only one oval.

- ☐ Teacher/Specialist
- ☐ Principal/Assistant Principal
- ☐ District Administrator/Supervisor
- ☐ Other

4. Supervisor Name *

5. Date *

Example: January 7, 2019

6. Performance Measure *

Check all that apply.

Check all that apply.

- ☐ Planning
- ☐ Environment
- ☐ Instruction
- ☐ Professionalism

7. Present Professional Growth Plan Stage *

Mark only one oval.

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

8. Growth Objective(s)/Goal(s) *

9. Activities and Procedures for Achieving Objective(s)/Goal(s) *

10. Target Date(s) *

11. Evaluator Comments

12. Evaluatee Comments

13. Observation Target Date(s) *

14. SUPERVISOR ONLY: Initials below, certify sharing development and sharing of the CAP, not necessarily an agreement of the CAP.

15. REQUIRED BY SUPERVISOR: Print the Individual Corrective Action Plan (CAP). Both the evaluator and evaluatee will sign the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

16. REQUIRED BY SUPERVISOR: (Upon Completion of CAP Target Date), record the status that the educator has achieved (Achieved or Continue). *

Mark only one oval.

- ☐ Achieved CAP
- ☐ Revised CAP
- ☐ Continue CAP (See CEP)

17. OVERALL ALL COMMENTS BY SUPERVISOR:

- 18. REQUIRED BY SUPERVISOR:** Print the completed CAP once the educator status level has been noted above. The evaluator, evaluatee, and Superintendent or Designee will sign and date the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

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CO 20-21 Initial Self-Reflection Form for District Administrators/Supervisors

District Administrators/Supervisors: Using the Johnson County District-Level Certified Administrator/Supervisor Performance Standards, complete a self-reflection on your professional practice. Self-reflections are due as early as May 1 but due within sixty (60) calendar days of the district first day reporting for employment each school year (or within 30 calendar days of employment for late hire/new hire/transfer). This self-reflection will be submitted to your supervisor within the timeline. Also, the self-reflection should help guide you in your Professional Development Plan/learning needs (and if applicable your Professional Growth Goal (PGG)).

*** Required**

1. Email address *

2. District Administrator/Supervisor Name *

3. Educator Role *

4. Date *

Example: January 7, 2019

5. I. Self-Reflection Rating Program/Instructional Leadership *

A. Provides direction related to assigned programs and job responsibilities. 1. Involves appropriate staff and patrons of the district in developing program/instructional goals, vision and the district mission. 2. Uses needs assessment, demographics, and assessment data for setting goals, vision and mission. B. Assists in developing long and short-range goals. C. Provides for organization and management of program(s) throughout the district. 1. Identifies and monitors program/instructional objectives. 2. Ensures that program changes are based upon needs assessment or other pertinent information. D. Provides leadership for positive program/instructional changes. 1. Recognizes the need for change and plans are monitored, evaluated, and revised. 2. Promotes a climate for improvement within the district. 3. Ensures that the improvement processes and mission involve appropriate stakeholders. E. Provides positive direction and leadership in administrative and supervisory staff. 1. Respects the role of administrators and supervisors and strives to gain their confidence. 2. Keeps administrators and supervisors fully informed on issues, needs, and operations of program.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

6. Program/Instructional Leadership Comments: *

7. II. Self-Reflection Rating Program Management *

A. Demonstrates effective administrative skills 1. Implements administrative procedures effectively. 2. Promotes understanding among all staff of their responsibilities to the district. B. Demonstrates effective problem-solving and decision making communication skills. 1. Establishes effective on-going communications with administrators, supervisors and staff. 2. Provides district personnel with clear and concise information. 3. Communicates clearly, correctly and effectively with varied audiences. C. Demonstrates effective organizational skills. 1. Manages time efficiently; Prioritizes tasks and functions. 2. Uses resources in an optimal manner. 3. Delegates responsibility and authority when appropriate. 4. Completes duties promptly, on schedule and accurately.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

8. Program Management Comments: *

9. III. Self-Reflection Collaboration *

A. Demonstrates positive, professional relationships with district personnel. 1. Is visible, accessible and works cooperatively with colleagues. 2. Collaborate with colleagues regarding school-related problems. 3. Informs co-workers and/or appropriate personnel of school/program related matters. B. Shares ideas, materials and techniques with other administrators.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

10. Collaboration Comments: *

11. IV. Self-Reflection Professional Responsibilities *

A. Provides recommendations for development of program/instructional policies and procedures. 1. Stays informed regarding policies and regulations applicable to the instructional/program guidelines. 2. Reviews existing policies and procedures and makes recommendations for change to the superintendent. B. Demonstrates a sense of professional responsibility. 1. Completes duties promptly and accurately. 2. Provides accurate data to the school district as requested for management purposes. 3. Carries out duties in accordance with established job description. 4. Performance of duties is consistent with the professional code of ethics.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

12. Professional Responsibilities Comments: *

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CO 20-21 Professional Growth Goal (PGG) Form for Principals/Assistant Principals/District Administrators

This Professional Growth Planning Form is for Johnson County Principals/Assistant Principals (and as required) for District Administrators. It is used to outline your Professional Growth Goal (PGG) after you have self-reflected using the performance criteria outlined in your KY Principal Performance Standards or District-Level Performance Standards. Educators should reflect on his/her performance criteria, student measures, educator data, program data, and the school/district identified continuous improvement goals. Your PGG should be focused on improving your professional practice and/or delivery of services that ultimately increase student learning/growth. Your PGG should be aligned with your individual practice needs along with the school and district overall needs for improvement. The PGG will be shared with your supervisor once submitted. Your supervisor may request a revision. If so, you will be required to submit the form again with his/her recommendation by the appropriate CEP timeline. The PGG is required to be submitted to the supervisor starting as early as May 1 but due within sixty (60) calendar days from the first day of reporting for employment each school year (or within 30 calendar days if late hire/new hire/transfer).

*** Required**

1. Email address *

2. Name of Principal/Assistant Principal/District Administrator *

3. Date *

Example: January 7, 2019

4. Educator Role *

Mark only one oval.

- ☐ Principal
- ☐ Assistant Principal
- ☐ District Administrator/Supervisor

5. Educator Framework/Standards *

Choose the performance criteria based on your educator role.

Mark only one oval.

- ☐ KY Principal Performance Standards
- ☐ Johnson County District-Level Administrator/Supervisor Performance Standards

6. QUESTION 1: Performance Measures: (What Performance Measure has been identified in your Initial Self-Reflection as an area that you need to focus a Professional Growth Goal toward improving your practice or delivery of service?) *

Select one Performance Measure:

Mark only one oval.

- ☐ Planning
- ☐ Environment
- ☐ Instruction
- ☐ Professionalsim

7. QUESTION 2A: Professional Learning Goal Performance Criteria (Using the Kentucky Principal Performance Standards, choose one standard that matches your Performance Measure identified in Question 1 that you have selected as an area of growth need.) *

Mark only one oval.

- ☐ N/A I am a District Administrator/Supervisor Completing QUESTION 2B (as required).
- ☐ Standard 1: Instructional Leadership (Instruction)
- ☐ Standard 2: School Climate (Environment)
- ☐ Standard 3: Human Resource Management (Planning)
- ☐ Standard 4: Organizational Management (Planning)
- ☐ Standard 5: Communication & Community Relations (Environment)
- ☐ Standard 6: Professionalism (Professionalism)

8. QUESTION 2B: Professional Learning Goal Performance Criteria (Using the Johnson County District-Level Certified Personnel Administrator/Supervisor Performance Standards, choose one standard that matches your Performance Measure and Domain identified in Question 1 that you have selected as an area of professional growth need.) *

Mark only one oval.

- ☐ N/A I am a Principal/Assistant Principal Completing QUESTION 2A.
- ☐ Standard 1: Program/Instructional Leadership (Instruction)
- ☐ Standard 2: Program Management (Environment)
- ☐ Standard 3: Collaboration (Planning)
- ☐ Standard 4: Professional Responsibilities (Professionalism)

For QUESTION 3 you will write your Professional Growth Goal (PGG). Remember, it should be written as a SMART Goal.

A SMART Goal is one that is:

Specific: "I plan to increase student engagement in my school by learning more about effective strategies through professional development and self-study learning opportunities."

Measurable: "Growth will be evidenced through my Professional Development Plan on the district approved platform, and through walkthroughs and observations reflecting classroom engagement strategies are being implemented with fidelity. "

Achievable: "I plan to attend PD offered in-district that utilizes Kagan Structures, Whole Brain, and Quality Questioning and Discussion Techniques. I plan to utilize self-study resources through books that I read and online resources."

Realistic/Relevant/Results-Based: "This will help me build on my pedagogy of effective student engagement so that I can better impact it within my school and my classrooms." "I will monitor the effectiveness of my Professional Growth Goal (PGG) by my evaluation and feedback forms of completed PD/EILA, self-reflection, and walkthrough and observation data. I will make a final self-reflection on the successful attainment of my goal."

Time-Bound: "During the 2018-2019 school year."

SMART Goal Example: During the 2018-2019 school year, I plan to increase student engagement in my classrooms. I will evidence growth through my PD Plan, walkthroughs, and observation data. I plan to attend PD with my teachers in the area of Kagan Structures, Whole Brain, Quality Questioning, and Discussion Techniques. In addition, I plan to read books and research online resources. My PD Plan and professional learning will help me build on my pedagogy of effective student engagement so I can better assist my teachers in this area. I will know I have attained this goal through walkthrough and observation data when it is being implemented throughout the school and in classrooms with fidelity.

9. QUESTION 3: Write a Professional Growth Goal (PGG) Statement for this school year. *

Write your Professional Growth Goal (be sure it is written as a SMART Goal).

10. **REQUIRED BY SUPERVISOR ONLY:** I certify that I have read the PGG and it is (Indicate One Below: Approved, Pending Revision, or Not Approved Re-Submit a New PGG).

Include Supervisor initials below to Approve PGG, as written. The educator will receive feedback on the original form if the PGG is indicated by the Supervisor as "Approved." (Example: XYZ Approved) If a PGG is "Pending Revision" or "Not Approved Re-Submit a New PGG", it will also be indicated on the original form. However, it is the responsibility of the educator to ensure the PGG status and meet the CEP timeline.

This content is neither created nor endorsed by Google.

Google Forms

CO 20-21 End-of-Year Final Self-Reflection Form for Principals/Assistant Principals/District Administrators (Due before April 1)

The End-of-the-Year Self-Reflection for principals/assistant principals/administrators is due to be shared with your supervisor before April 1 each school year. It is a time for educators to reflect on the Professional Growth Planning Cycle and their evidence toward the improvement of their professional practice, student achievement, and leadership. The Professional Growth Goal (PGG) should be addressed with statements to support evidence of attainment/successful progress toward attainment. (The PGG is not required for District Administrators.) Completion of the Professional Development Plan (PDP) should be discussed, as well. This is a great time to reflect on what changes you need to implement or next steps for improving your professional practice based on feedback and reflection.

Required Evidence: Initial Self-Reflection, Professional Growth Goal, Professional Development Plan, Final Self-Reflection, and Observation Data/Post-Conferences.

Other Measures: Tell Survey Results, Instructional Programs, Ongoing Analysis of Student Data, Curriculum Documents, Schedules, Learning Teams, Behavior Plan, PD Plans, Continuous Improvement Plan, Communications, Agendas, Community Involvement, SBDM Minutes/Agenda, Supervision of Activities, Fiscal Records, Budgets, Reports, Professional Organizations, etc.

*** Required**

1. Email address *

2. Principal/Assistant Principal/District Administrator Name *

3. Educator Role *

Mark only one oval.

- ☐ Principal
- ☐ Assistant Principal
- ☐ District Administrator/Supervisor

4. Date *

Example: January 7, 2019

5. Reflect on your current year Professional Development Plan (PDP): *

Check all that apply.

Check all that apply.

☐ I HAVE COMPLETED the minimum annual 21 EILA Credit Hours as evidenced by the district platform.

☐ I HAVE NOT COMPLETED the required minimum annual 21 EILA Credit Hours as evidenced by the district platform. This should be addressed in the final Overall Reflection on your PGP regarding Performance Measure: Professionalism. Further, deficient EILA Credit Hours are reported.

6. Reflect on your current year Professional Growth Goal (PGG). Based on required sources of evidence and other measures, rate yourself based on the successful completion of your PGG. *

Choose one rating for completion of your PGG. (N/A for District Administrators-CEP page 40.)

Mark only one oval.

☐ Ineffective

☐ Developing

☐ Accomplished

☐ Exemplary

☐ N/A for District Administrators (See CEP page 40 for details of Minimum Criteria for Determining the Performance Category and PGG Decisions Rules)

7. Discuss the overall Professional Growth Planning Cycle (PGP). If applicable, discuss required evidence and other measures that support your self-reflection rating of your PGG, and completion of your PD Plan. Provide any other overall reflection of the four performance measures (Planning, Environment, Instruction, Professionalism). *

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CO 20-21 Observation Form for District Administrators/Supervisors

This document is to be used when conducting a scheduled observation for educators in the role of district administrator/supervisor. Observations are a method by which the supervisor may gain insight into the practice in relation to the District-Level Certified Administrator/Supervisor Performance Standards. Observation encourages continued professional growth in school leadership through collaboration, feedback, and critical reflection. There are two required observations each year (a formative before December 15 and a summative after January 1 but before April 15). A post-conference must be held within five (5) working days of the completed observation.

*** Required**

1. Email address *

2. Evaluatee: Administrator/Supervisor Name *

3. Educator Role in District *

4. Evaluator: Superintendent (or Designee) Name *

5. Date of Observation *

Example: January 7, 2019

6. Time *

Example: 8:30 AM

7. Observation *

Mark only one oval.

- ☐ Observation #1 (Before December 15)
- ☐ Observation #2 (after January 1 but before April 15)
- ☐ Other Observation:

8. Standard 1: Program/Instructional Leadership (Performance Measure: Planning) *

Provides direction related to assigned programs and job responsibilities. Involves appropriate staff and patrons of the district in developing program/instructional goals, vision, and the district mission. Uses needs assessment, demographics, and assessment data for setting goals, vision and mission. Assists in developing long and short-range goals. Provides for organization and management of program(s) throughout the district. Identifies and monitors program/instructional objectives Ensures that program changes are based upon needs assessment or other pertinent information. Provides leadership for positive program/instructional changes. Recognizes the need for change and plans are monitored, evaluated, and revised. Promotes a climate for improvement within the district. Ensures that the improvement processes and mission involve appropriate stakeholders. Provides positive direction and leadership in administrative and supervisory staff. Respects the role of administrators and supervisors and strives to gain their confidence. Keeps administrators and supervisors fully informed on issues, needs, and operations of program.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

9. Comments/Feedback: Standard 1 Program/Instructional Leadership (Performance Measure: Planning)

10. Standard 2: Program Management (Performance Measure: Environment) *

Demonstrates effective administrative skills Implements administrative procedures effectively. Promotes understanding among all staff of their responsibilities to the district. Demonstrates effective problem-solving and decision making communication skills. Establishes effective on-going communications with administrators, supervisors and staff. Provides district personnel with clear and concise information. Communicates clearly, correctly and effectively with varied audiences. Demonstrates effective organizational skills. Manages time efficiently; Prioritizes tasks and functions. Uses resources in an optimal manner. Delegates responsibility and authority when appropriate. Completes duties promptly, on schedule, and accurately .

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

11. Comments/Feedback: Standard 2: Program Management (Performance Measure: Environment)

12. Standard 3: Collaboration (Performance Measure: Instruction) *

Demonstrates positive, professional relationships with district personnel. Visible, accessible and works cooperatively with colleagues. Collaborate with colleagues regarding school-related problems. Informs co-workers and/or appropriate personnel of school/program related matters. Shares ideas, materials and techniques with other administrators.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

13. Comments/Feedback: Standard 3: Collaboration (Performance Measure: Instruction)

14. Standard 4: Professional Responsibilities (Performance Measure: Professionalism) *

Stays informed regarding policies and regulations applicable to the instructional/program guidelines. Reviews existing policies and procedures and makes recommendations for change to the superintendent. Demonstrates a sense of professional responsibility. Completes duties promptly and accurately. Provides accurate data to the school district as requested for management purposes. Carries out duties in accordance with established job description. Performance of duties is consistent with the professional code of ethics.

Mark only one oval.

- ☐ Ineffective
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

15. Comments/Feedback: Standard 4: Professional Responsibilities (Performance Measure: Professionalism)

16. Evaluator Overall Comments/Feedback *

17. Evaluatee Overall Comments/Feedback

18. REQUIRED BY SUPERVISOR: Post Conference Date

Example: January 7, 2019

19. **REQUIRED BY SUPERVISOR:** Post Conference Acknowledgement (Supervisor initials below, certify the sharing of the observation not necessarily agreement with the results and ratings.) Both evaluator and evaluatee should provide signatures on the printed hard copy.

Supervisor initials below (Example: XYZ). Both evaluator and evaluatee should provide signatures on the hard copy.

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CO 20-21 Summative Rating Form

The Summative Rating means the overall rating for a certified school personnel below the level of superintendent as determined by the district Certified Evaluation Plan (CEP) aligned to the KY Educator's Framework. Summative Ratings are due by April 15 annually for non-tenure teachers/specialists, all administrators, all tenure teachers/specialists in their Summative Year of the three year Professional Growth Evaluation Cycle. Tenure teachers/specialists with any rating as "Ineffective" in the Performance Measures (Planning, Environment, Instruction, Professionalism) may be placed in a Summative Rating Professional Growth Evaluation Cycle. Educators with any "Ineffective" rating must complete a Corrective Action Plan (CAP) within the CEP timeline. A copy of the Summative Rating Form is required to be placed in the employee Personnel Folder at Central Office.

*** Required**

1. Email address *

2. Evaluatee Email: *

3. **OVERALL PROFESSIONAL PRACTICE RATING:** Using the Performance Criteria outlined in the Educator's KY Framework/Standards and based on the required sources of evidence to inform professional practice and other measures outlined in the Certified Evaluation Plan, what is the Overall Professional Practice Rating for each Performance Measure? (*Must develop a Corrective Action Plan (CAP) for any ineffective rating.) *

Mark only one oval per row.

	Ineffective*	Developing	Accomplished	Exemplary
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **OVERALL PERFORMANCE CATEGORY/SUMMATIVE RATING:** Using the Minimum Criteria for Determining the Overall Performance Category–Decision Rules (CEP Teacher Page 20/CEP Principal Page 33/CEP District Administrator Page 40), what is the Summative Rating for this educator? (*Must develop a Corrective Action Plan (CAP)for any ineffective rating.) *

Mark only one oval.

- ☐ Ineffective *
- ☐ Developing
- ☐ Accomplished
- ☐ Exemplary

5. Recommendations for Professional Growth Goal (PGP) Based on Overall Performance: *

Mark only one oval.

- ☐ TEACHER/SPECIALIST: If Overall Rating is "Exemplary" or "Accomplished", and no "Ineffective", PGP is developed by the educator (approved by Supervisor).
- ☐ TEACHER/SPECIALIST: If Overall Rating is "Developing" or "Accomplished", and an "Ineffective", PGP is determined by the evaluator/supervisor for a duration of up to one year.
- ☐ TEACHER/SPECIALIST: If Overall Rating is "Ineffective", PGP is determined by the evaluator/supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Exemplary" or "Accomplished" and no "Ineffective", PGP is developed by the educator (approved by Supervisor).
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Developing" or "Accomplished" and an "Ineffective", PGP is developed by the evaluator/supervisor for a duration of up to one year.
- ☐ PRINCIPAL/ASSISTANT PRINCIPAL: If Overall Rating is "Ineffective", PGP is developed by the evaluator/supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Exemplary" or "Accomplished", and no "Ineffective" no PGP is required.
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Developing" or "Accomplished", and an "Ineffective", PGP is determined with the supervisor for a duration of up to one year.
- ☐ DISTRICT ADMINISTRATOR: If Overall Rating is "Ineffective", PGP is determined by the supervisor for a duration of up to one year. (Corrective Action Plan (CAP) required.)

6. Evaluator Overall Comments: *

7. Evaluatee Overall Comments:

8. REQUIRED BY SUPERVISOR: Post-Conference Date

Example: January 7, 2019

9. REQUIRED BY SUPERVISOR: Post Conference: Initials below, certify sharing of results, not necessarily agreement with the ratings.

10. REQUIRED BY SUPERVISOR: EVALUATOR/EVALUATEE SIGNATURES

Supervisor: Print a hard copy of the Summative Rating. Place both the evaluator and evaluatee signatures below. A copy of the Summative Rating must be placed on file at Central Office in the Personnel Folder of the certified employee upon completion.

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CODA 20-21 Corrective Action Plan

A Corrective Action Plan (CAP) may be developed at any time the evaluator needs to address a specific concern regarding an employee's performance. The evaluator and evaluatee must identify corrective action goals and objectives with procedures and activities designed to achieve the goals. Targeted dates for appraising the evaluatee's improvement in performance are scheduled. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

*** Required**

1. Email address *

2. Educator Name *

3. Educator Role *

Mark only one oval.

- ☐ Teacher/Specialist
- ☐ Principal/Assistant Principal
- ☐ District Administrator/Supervisor
- ☐ Other

4. Supervisor Name *

5. Date *

Example: January 7, 2019

6. Performance Measure *

Check all that apply.

Check all that apply.

- ☐ Planning
- ☐ Environment
- ☐ Instruction
- ☐ Professionalism

7. Present Professional Growth Plan Stage *

Mark only one oval.

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

8. Growth Objective(s)/Goal(s) *

9. Activities and Procedures for Achieving Objective(s)/Goal(s) *

10. Target Date(s) *

11. Evaluator Comments

12. Evaluatee Comments

13. Observation Target Date(s) *

14. SUPERVISOR ONLY: Initials below, certify sharing development and sharing of the CAP, not necessarily an agreement of the CAP.

15. REQUIRED BY SUPERVISOR: Print the Individual Corrective Action Plan (CAP). Both the evaluator and evaluatee will sign the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

16. REQUIRED BY SUPERVISOR: (Upon Completion of CAP Target Date), record the status that the educator has achieved (Achieved or Continue). *

Mark only one oval.

- ☐ Achieved CAP
- ☐ Revised CAP
- ☐ Continue CAP (See CEP)

17. OVERALL ALL COMMENTS BY SUPERVISOR:

18. **REQUIRED BY SUPERVISOR:** Print the completed CAP once the educator status level has been noted above. The evaluator, evaluatee, and Superintendent or Designee will sign and date the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

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