Paducah Independent School District

Certified Evaluation Plan
2021-22

PADUCAH
PUBLIC
SCHOOLS

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ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Paducah Independent School District *hereby assures the Commissioner of Education that:*

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

Name:	**Title:**
Nancy Broyles	**Teacher**
Lynda Wilkins	**Teacher**
Mattie Morris	**Teacher**
Melony Smith	**Teacher**
Kem McCoy	**Teacher**
Kim Davidson	**Teacher**
Amy Bakehouse	**Teacher**
Stephani Gray	**Teacher**
Allene Houston Jones	**District Instructional Specialist**
Nick Dietrich	**Principal**
Teresa Spann	**Principal**
Mark Fenske	**Principal**
Kristy Lewis	**Principal**
Allison Stieg	**Principal**
Will Black *District Contact Person	**Assistant Superintendent**
Donald Shively	**Superintendent**

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on July 20, 2020. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Chairperson, Board of Education Date

Paducah Public Schools Mission Statement

To know each and every student by name and need.

Paducah Public Schools Mission Statement

To inspire all students to achieve excellence, explore opportunities, and to realize their full potential with the goal of preparing each and every student to be college or career ready upon graduation.

Statement of Beliefs

We believe that

- There is a higher order to which the universe is subject.
- Acceptance of inherent uniqueness brings higher self-esteem to the individual and benefits to society.
- There is a direct correlation between work and the development of personal dignity.
- Rules exist to maintain the order required in any successful society.
- Each individual is responsible for seizing or creating opportunities.
- Everyone has an obligation to return something beneficial to his/her community.
- Society is strengthened by human diversity.
- There is a direct correlation between the level of expectation and the level of achievement.
- Individual behavior is governed by personal values.
- Every individual has inherent worth.
- Excellence is the only acceptable level of performance.
- Every person has unlimited and varying capacity to learn.

PHILOSOPHY

The Board of Education of the Paducah Independent School System is committed to providing quality educational opportunities for all students. Essential to this commitment is the active recruitment of the best qualified personnel available and a continual evaluation of their performance as professionals. Teacher evaluation is an integral component in the process of improving teaching and providing optimum learning opportunities.

Board of Education policy stipulates that one of the responsibilities of the Paducah Independent Schools is the creation of a favorable climate in which all staff members may perform their duties and meet their responsibilities to children. Staff evaluation is one of the programs that facilitates this goal.

Teacher evaluation should promote and encourage academic excellence by emphasizing positive feedback for teaching techniques and strategies to improve student achievement. One of the main functions of the observation/evaluation process is to provide opportunities for the principal to make classroom and non-classroom observations of the individual teacher's performance. Observations must relate to professional competencies, instructional process, classroom management, interpersonal relationships, and professional responsibilities. Meaningful feedback will be given to the evaluatee.

We function under the assumption that all have a desire for professional growth and improvement so that they can become even more effective in performing classroom and non-classroom responsibilities. The insight and growth of each staff member, resulting from participation in the staff evaluation program, are more significant than the process itself. Staff evaluation should be continual and should be a constructive, cooperative experience between the staff member and the principal. This staff evaluation program is tailored to the individual's needs and minimizes the comparison of the one person's performance with that of another. The staff member has the opportunity to use initiative in defining specific areas for growth and to work cooperatively with that person's principal to achieve personal and school goals through professional growth plans or enhancement.

Paducah Independent District Certified Evaluation Plan

Vision

The vision for the Certified Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Definitions

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

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

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

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

(5) "Conference" means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For Additional Definitions, please see 704 KAR 3:370 Kentucky Framework for Personnel Evaluation.

Notification

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the evaluatee's first thirty (30) calendar days of the school year as provided in regulation. Employees will receive a copy of the criteria on which they are being evaluated.

Opportunity for Written Statement

All evaluatees will have the opportunity to submit a written statement in response to the summative rating and their response will be included in the official personnel record.

The Kentucky Framework for Personnel Evaluation

The Kentucky Framework for Personnel Evaluation is designed to support student achievement and professional practice through the following Performance Measures:

Planning
Environment
Instruction
Professionalism

The Kentucky Framework for Personnel Evaluation includes: 1) the Kentucky Framework for Teaching for teachers and 2) the Kentucky Framework for Teaching –Specialist Frameworks for other professionals. These frameworks include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance ratings: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

Optional Sources of Evidence

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

All components and sources of evidence will be completed and documented to inform the Overall Summative Rating.

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

Performance Criteria And Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal *Professional Standards for Educational Leaders*	Standard 1 Vision, Mission, and Core Values Standard 4 Curriculum, Instruction, and Assessment Standard 9 Operations and Management	Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 3 Equity and Cultural Responsiveness Standard 10 School Improvement	Standard 2 Ethics and Professional Norms Standard 6 Professional Capacity of School Personnel
District Certified Personnel *Professional Standards for Educational Leaders*	Standard 1 Vision, Mission, and Core Values Standard 4 Curriculum, Instruction, and Assessment Standard 9 Operations and Management	Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 3 Equity and Cultural Responsiveness Standard 10 School Improvement	Standard 2 Ethics and Professional Norms Standard 6 Professional Capacity of School Personnel

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

	Performance Measures	Planning						Environment					Instruction					Professionalism					
FRAMEWORK for TEACHING (FfT)	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						

Performance Measures

Self-Reflection and Professional Growth Planning

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

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

Required

- **All certified school personnel will participate in self-reflection and professional growth planning each year.**
- **All certified school personnel will document self-reflection and professional growth planning on board-approved evaluation forms.**

Local District Decision

- ✓ **Professional Growth Plans will be developed by the certified school personnel and approved by the building level administrator within 20 school days from the district mandated Data Analysis Professional Development Day. Certified school personnel will complete Professional Growth Plans on the board-approved template (see appendix). They will be submitted to the evaluator who will approve them or ask for more revisions if necessary. The evaluatee will document their professional learning and the evaluator will monitor progress toward completing the professional growth plan throughout the year as necessary. The evaluator will conduct a final review the evaluatee's progress on the professional growth plan at the end of the year.**
- ✓ **Certified school personnel will self-reflect regularly but at a minimum of at least once during the first semester as defined by the school calendar and again during the 3rd nine weeks as defined by the school calendar. Certified school personnel will complete self-reflection on the board-approved template (see appendix). They will be submitted to the evaluator who will approve them or ask for more information if necessary.**
- ✓ **Certified school personnel who are hired after Data Day will have 30 school days from their start date to submit their Professional Growth Plan.**
- ✓ **After the development of professional growth plans, each evaluator will provide assistance to each evaluatee in meeting the goal, objectives, and activities as stated in the plan. The evaluator shall document the assistance provided in the growth plan. In addition, each evaluatee, through professional development activities, will have an opportunity to meet some of his/her professional growth plans.**

Observation

The observation process is one source of evidence to determine educator effectiveness for each certified teacher and other professional. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Peer observations of the teacher or other professional may be initiated by the certified personnel or evaluator for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. Only the supervisor observation will be used to inform a summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

The observation model must fulfill the following minimum criteria:

Required

The non-tenured and tenured observation model must fulfill the following minimum criteria:

- **Three (3) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor.**
- **Peer observation may also be done at the request of the teacher/other professional or evaluator, but it is not required. In order to be a peer observer, teachers must complete the state-developed peer observation training.**
- **Final observation is conducted by the supervisor and is a full observation.**

Local District Decision

- ✓ **Professional Growth Plans, Observation Summaries, and Formative Evaluation Summaries must be documented using board-approved forms.**
- ✓ **<u>The Progressive Model (3&1 model)</u>**
  Observers will conduct three mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation.
- ✓ **If any certified staff member misses 60 or more consecutive days in a given school year, the district may choose to suspend the summative evaluation until the following school year.**
- ✓ **It is the policy of the Paducah Board of Education that all certified school personnel will be evaluated on a regular, systematic basis.**
- ✓ **The following system will be used for the evaluation of all tenured and non-tenured Teachers and Other Professionals.**

Observation Schedule

Required

- **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**

Local District Decision

✓ **Non-Tenured Certified School Personnel:**

- **The Formative 1 (mini) observation by the evaluator must be completed during the first semester.**
- **The Formative 2 (mini) observation and Formative 3 (full) observation must be completed by March 31. Note: the final observation of the cycle shall be a full observation.**
- **The Summative Evaluation Conference and Professional Growth Plan review must be completed by April 14.**

✓ **Tenured Certified School Personnel:**

- **The Formative 1 (mini) observation must be completed by March 31 of the first year of the three year summative cycle**
- **The Formative 2 (mini) observation must be completed by March 31 of the second year of the three year summative cycle**
- **The Formative 3 (full) observation must be completed by March 31 of the third year of the three year summative cycle**
- **The Summative Evaluation Conference and Professional Growth Plan review must be completed by April 14 of the third year of the three-year summative cycle.**

✓ **Late Hires:**

- **If a certified school personnel starts employment on or before December 1, then three observations (2 mini observations and 1 full observation) will be required. The evaluator may choose to do all of the observations in the second semester.**
- **If a certified school personnel starts employment between December 2-March 1, then only two observations (1 mini observation and 1 full observation) will be required. The evaluator may choose to do all observations in the 2nd semester.**
- **If a certified school personnel starts employment after March 1, then only one observation (1 full observation) will be required.**

Observation Conferencing

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

Required

- **Observers will conduct observation conference within five (5) working days.**

- **The summative evaluation conference shall be held at the end of the summative evaluation cycle.**

Local District Decision

- ✓ **<u>Formative 1</u> observation will be announced for all certified school personnel.**
- ✓ **The Pre-Observation form <u>must</u> be completed for Formative 1.**
- ✓ **<u>Formative Observations 2 and 3</u> may or may not be announced.**
- ✓ **<u>Summative Evaluations</u> will consist of a compilation of three formative evaluation forms and the summative form.**

- ✓ **Pre-conferencing is not required for Formative Observations 2 and 3. If a pre-conference is done, it shall take place within 5 working days prior to the observation. The evaluator and evaluatee shall review the questions listed on the pre-conference form. Pre-conferencing may be done in a face-to-face meeting or electronically. A face-to-face pre-conference shall take place prior to the lesson if the evaluator or evaluatee requests the meeting.**

- ✓ **The immediate supervisor of the evaluatee should conduct that evaluatee's evaluation. In cases of personnel serving more than one school, one principal of the school in which the person is providing services will be designated the primary evaluator. Other principals may request input into the evaluation process.**

- ✓ **All monitoring or observation of the performance of each evaluatee shall be conducted with the full knowledge of the evaluatee. All evaluatees shall receive a copy of the criteria on which he or she is being evaluated. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.**

- ✓ **A minimum of three observations for the purpose of collecting formative and summative evaluation data shall be conducted during the evaluatee's evaluation period unless the evaluatee is a late hire or misses more than 60 school days in a school year (See Late Hires section above for more information).**

- ✓ **A Corrective Action Plan may be developed for two reasons. It is <u>required</u> when an evaluatee receives an "ineffective" rating on the summative evaluation. It is written also to address an immediate need observed that is outside a scheduled or unscheduled observation. (i.e.: repeated instances of any unacceptable behaviors such as inappropriate disciplining, repeated tardiness or unexcused absences, etc.) The plan shall be written on the approved form and aligned with specific goals and objectives for the school or to address specific behaviors. As in a growth plan, the plan shall specify the goal, objective, the behavior that needs to change, procedures and activities for achieving the goal, assistance needed and by whom, the appraisal method and the completion date.**

- ✓ **Each evaluation of certified school personnel shall include a minimum of one (1) summative evaluation conference between the evaluator and the evaluatee.**

- ✓ **All observations shall be documented. All observations shall include a post-observation conference within 5 working days following the observation.**

- ✓ **All summative and formative evaluations shall be in writing on the district evaluation forms. The summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.**

- ✓ **All certified school personnel who are evaluated shall have the opportunity to respond in writing to the evaluation. This response shall be appended to the evaluation.**

- ✓ **Either the evaluator or the evaluatee may request a third party evaluation by additional administrative personnel.**

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

- ✓ **A copy of the evaluation shall be provided to each evaluatee and the original shall be maintained in the personnel file in the central office.**

- ✓ **All certified school personnel being evaluated shall have the opportunity to appeal the summative evaluation to the appeal committee through established procedures.**

- ✓ **A request for a third observer must be received by the personnel director no later than February 15 of the summative year.**
- ✓ **Appeal requests must be filed with the personnel director no later than 5 days after the summative evaluation has been received.**

***REMEMBER: Every person who has to have a teacher or administrator certification has to have a form that evidences the Kentucky Standards or ISLLC standards. Paducah Independent School psychologists will be evaluated using the Specialist Framework for Other Professionals.**

Evaluator Training

All administrators serving as a primary evaluator must undergo evaluation training which includes training on observation techniques. This includes the required Initial Certified Evaluation Training for new evaluators as well as the six-hour EILA Approved update evaluation training. This training may occur at the district or school levels.

Products of Practice/Other Sources of Evidence

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

Required

- **Observations conducted by certified supervisor observer(s)**
- **Self-reflection and professional growth plans**

Optional Sources of Evidence

- ✓ **The following are other sources of evidence that can be used to support educator practice:**
  - **Program Review evidence**
  - **team-developed curriculum units**
  - **lesson plans**
  - **communication logs**
  - **timely, targeted feedback from mini or informal observations**
  - **student data records**
  - **student work**
  - **student formative and/or summative course evaluations/feedback**
  - **student voice surveys**
  - **minutes from PLCs**
  - **teacher reflections and/or self-reflections**
  - **teacher interviews**
  - **teacher committee or team contributions**
  - **parent engagement surveys**
  - **records of student and/or teacher attendance**
  - **video lessons**
  - **engagement in professional organizations**
  - **action research**

Determining the Overall Summative Rating

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics and decision rules that establish a common understanding of performance thresholds to which all educators are held.

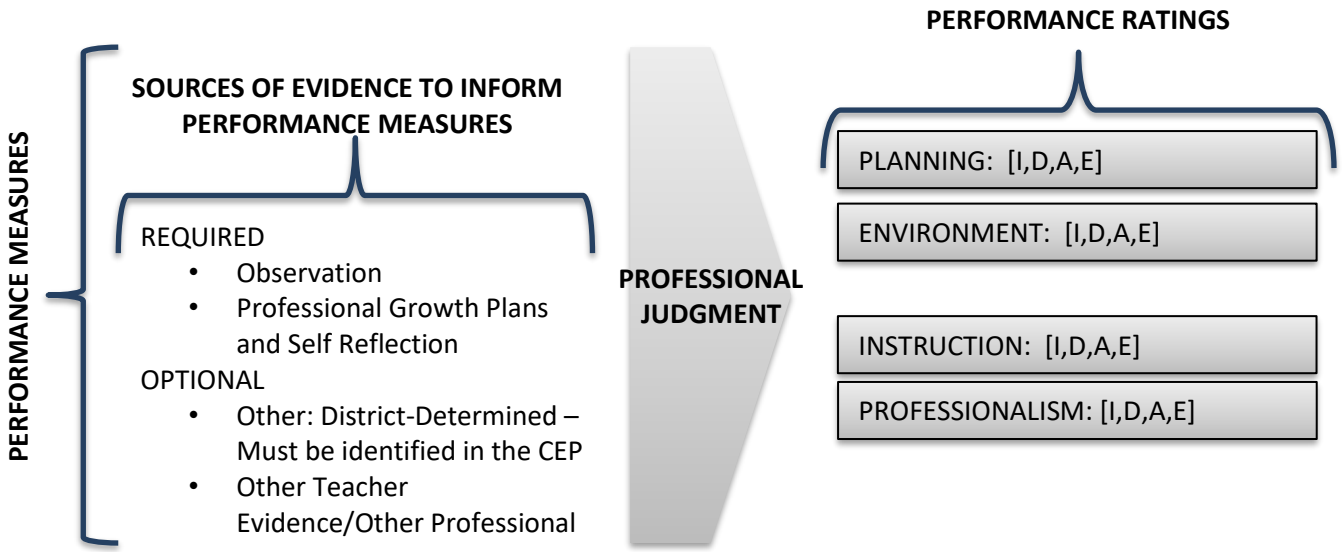
Rating Performance Measures

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

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

Required

- **Provide a rating for each Performance Measure based on evidence.**



Determining the Overall Summative Rating

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

- **Determine the individual Performance Measure rating for each measure through the use of sources of evidence and professional judgment.**
- **Apply Decisions Rules for determining an educator's Overall Summative rating.**

CRITERIA FOR DETERMINING A TEACHER'S OVERALL SUMMATIVE RATING

IF……	THEN…..
Environment AND Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two performance measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two performance measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS

PROFESIONAL PRACTICE

EXEMPLARY / **ACCOMPLISHED**	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goal set by teacher with evaluator input • One goal must focus on low student growth outcome • Formative review annually	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goals set by teacher with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3.	
DEVELOPING	**ONE-YEAR CYCLE DIRECTED GROWTH PLAN** • Goal(s) Determined by Evaluator • Goals focus on professional practice and student growth • Plan activities designed by evaluator with teacher input • Summative review annually	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goal(s) set by teacher with evaluator input; one must address professional practice or student growth. • Formative review annually.	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goal(s) set by educator with evaluator input • Formative review annually
INEFFECTIVE	**UP TO 12-MONTH IMPROVEMENT PLAN** • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan	**ONE YEAR DIRECTED GROWTH PLAN** • Goal determined by evaluator • Goals focused on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at midpoint • Summative at end of plan	

PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION SYSTEM

The Kentucky Framework for Personnel Evaluation

Role Group, Measure and Performance Criteria

Performance Criteria And Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal *Professional Standards for Educational Leaders*	Standard 1 Vision, Mission, and Core Values Standard 4 Curriculum, Instruction, and Assessment Standard 9 Operations and Management	Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 3 Equity and Cultural Responsiveness Standard 10 School Improvement	Standard 2 Ethics and Professional Norms Standard 6 Professional Capacity of School Personnel
District Certified Personnel *Professional Standards for Educational Leaders*	Standard 1 Vision, Mission, and Core Values Standard 4 Curriculum, Instruction, and Assessment Standard 9 Operations and Management	Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 3 Equity and Cultural Responsiveness Standard 10 School Improvement	Standard 2 Ethics and Professional Norms Standard 6 Professional Capacity of School Personnel

Principal Evaluation Plan Components

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders.

Principal Performance Standards

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice. The standards include: 1) Mission, Vision, and Core Values 2) Ethics and Professional Norms 3) Equity and Cultural Responsiveness 4) Curriculum, Instruction and Assessment 5) Community of Care and Support for Students 6) Professional Capacity of School Personnel 7) Professional Community for Teachers and Staff 8) Meaningful Engagement of Families and Community 9) Operations and Management 10) School Improvement. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the ten standards.

All of the standards will be grouped under the following four Performance Measures in order to align with the Kentucky Framework for Personnel Evaluation:

Planning
Environment
Instruction
Professionalism

Performance will be rated for each Performance Measure according to the four performance ratings: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

Required Sources of Evidence

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

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

- ✓ **Other Measures of Student Learning**
- ✓ **Products of Practice**
- ✓ **Working Conditions Survey Data**
- ✓ **Other Sources**

Performance Measures

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

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

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

Required:

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

Local District Decision:

- ✓ By July 30, the principal / assistant principal and the evaluator will discuss evaluation criteria.
- ✓ Within two weeks of District Data Disaggregation Day, the principal / assistant principal will complete the following from the PGES Reflective Practice, School Improvement Goal, and Professional Growth Planning Template (p. #94):
    - Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System (Part A)
    - Student Growth Goal (Part B) – This is a goal selected from the Comprehensive School Improvement Plan (CSIP). Principal Student Growth Plan will be completed two weeks after our District Data Disaggregation Day.
    - Principal's Working Condition Goal (Part C)
    - Professional Growth and Effectiveness Data Reflection (Part D)
- ✓ Within two weeks of the District Data Disaggregation Professional Development Day, the principal / assistant principal and the evaluator will collaborate to develop the Principal Student Growth Plan (Part B) and the Connecting Priority Growth Needs to Professional Growth Planning (Part E #1)
- ✓ Late hires will begin the process on their hire date.

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

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

Required:

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

Local District Decision:

- ✓ A site visit will be conducted during first semester of school by the evaluator.
- ✓ The mid-year conference will be conducted prior to the beginning of the second semester of school. Prior to the conference, the principal will complete Connecting Priority Growth Needs to Professional Growth Planning (Part E #2 on-going reflection). The evaluator will use data collected from the site visit, the PGES Reflective Practice, Student Growth, and Professional Growth Planning form, and various other sources to complete the formative evaluation form.
- ✓ A second site visit will be conducted during the second semester. Evidence gathered from that visit along with the formative meeting during the first semester will be used to complete the principal summative evaluation.
- ✓ Prior to the principal's summative evaluation, the principal will complete the PPGES Reflective Practice, Student Growth and Professional Growth Form Part E #3.
- ✓ The summative conference will be completed by June 15.
- ✓ Late hires will begin the process on their hire date.

Student Growth

Principals must set Student Growth Goals based on the Comprehensive School Improvement Plan in eProve. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

School Improvement Goal Based on Comprehensive School Improvement Plan and/or Data Day Goals (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan (CSIP) and/or Data Day Goals. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the CSIP goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement. The school's progress toward these Student Growth Goals will factor into the Principal's Overall Performance Measures Ratings.

Required:

- Selection based on Comprehensive School Improvement Plan Goals and Data Day Goals.
- Based on Gap population.

Local District Decision:

- ✓ The principal and superintendent will agree on which Student Growth Goal the principal will focus on for the school year based on the school's CSIP Goals and Data Day Goals that are established by the school council.
- ✓ The process for establishing high, expected, or low growth is the following:

- ✓ High Growth – the percentage of students reaching the established target exceeds the agreed upon goal set in the Reflective Practice, Student Growth and Professional Growth Student Planning Form Part B.
- ✓ Expected Growth – the percentage of students reaching the established target improves from the prior year. The percentage of students reaching the established target may or may not meet the agreed upon goal set in the Reflective Practice, Student Growth and Professional Growth Student Planning Form Part B.
- ✓ Low Growth – the percentage of students reaching the established target does not improve or decreases from the agreed upon goal set in the Reflective Practice, Student Growth and Professional Growth Student Planning Form Part B.

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

Local District Decision:

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

Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

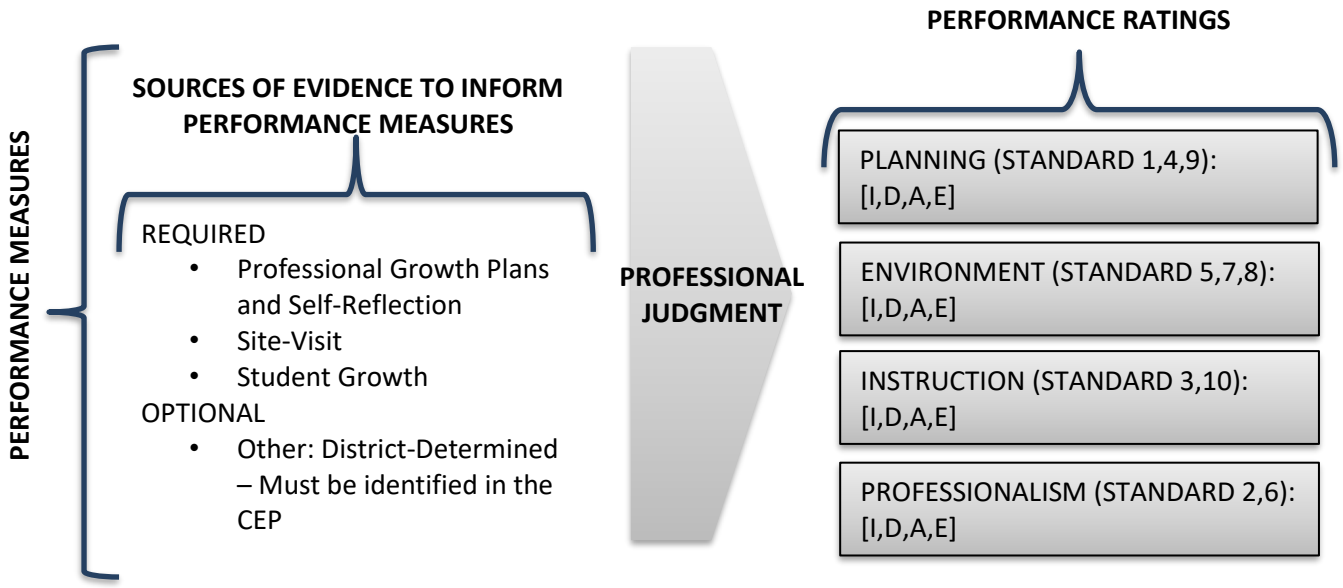
Performance Ratings

Required:

- **The performance measure ratings will be determined for each measure.**
- **Use decision rules to determine an overall rating.**

Local District Decision:

- ✓ **Evidence for professional practice will be collected throughout the year. A professional practice rating will be given by June 15th of each school year.**



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

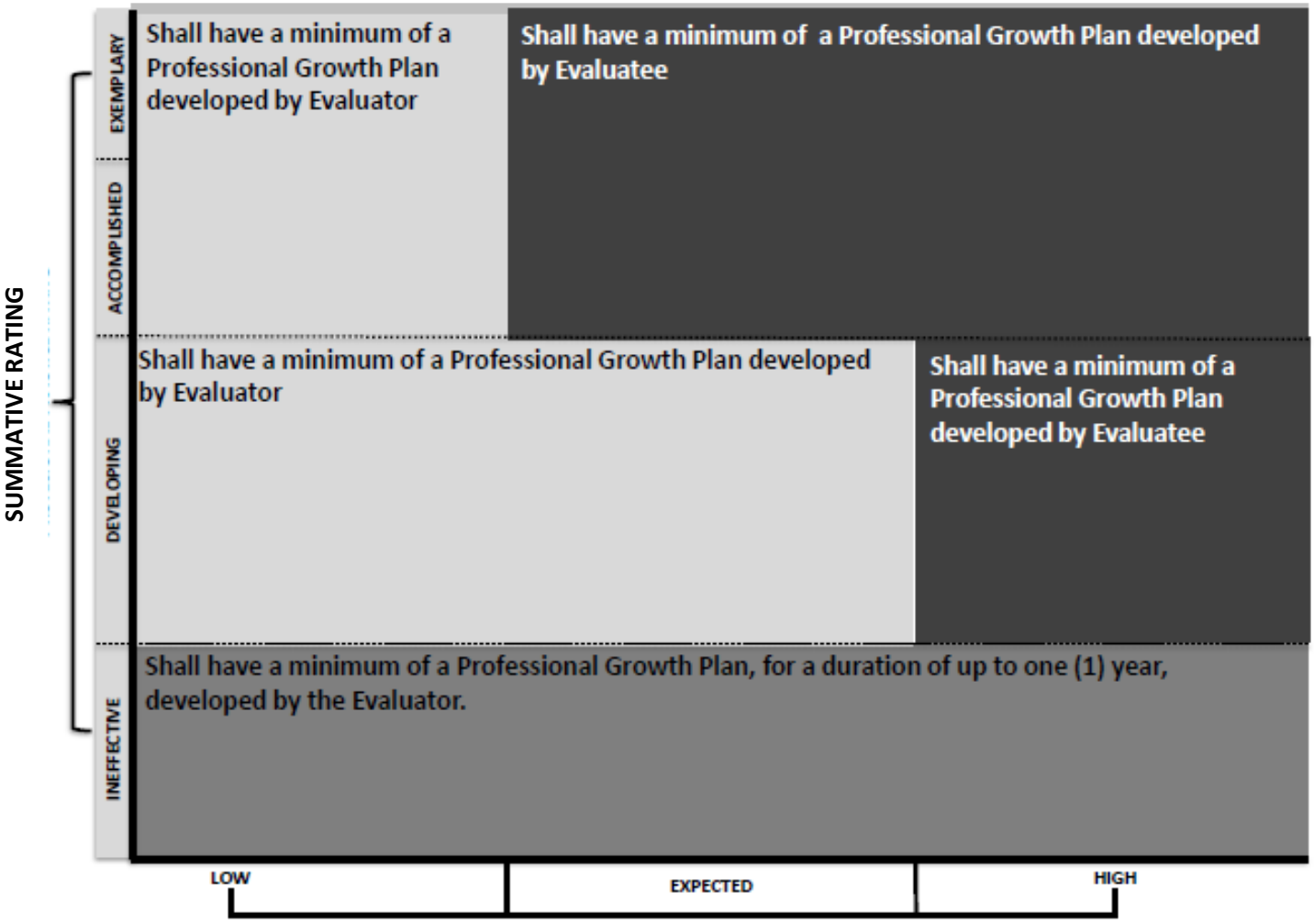
Determining Overall Summative Rating

- **Apply the Decision Rules for determining an Overall Summative Rating.**

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
Principal or Assistant Principal is rated Exemplary in at least three of the Performance Measures and no measure is Developing or Ineffective.	Summative Rating will be Exemplary.
Principal or Assistant Principal is rated Accomplished in at least three of the Performance Measures and no measure is Ineffective.	Summative Rating will be Accomplished.
Principal or Assistant Principal is rated Developing in at least three of the Performance Measures.	Summative Rating will be Developing.
Principal is rating Ineffective in two or more Performance Measures.	Summative Rating will be Ineffective.

Professional Growth Plan and Summative Cycle

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



DISTRICT CERTIFIED PERSONNEL EVALUATION SYSTEM

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

Performance Criteria And Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal *Professional Standards for Educational Leaders*	Standard 1 Vision, Mission, and Core Values Standard 4 Curriculum, Instruction, and Assessment Standard 9 Operations and Management	Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 3 Equity and Cultural Responsiveness Standard 10 School Improvement	Standard 2 Ethics and Professional Norms Standard 6 Professional Capacity of School Personnel
District Certified Personnel *Professional Standards for Educational Leaders*	Standard 1 Vision, Mission, and Core Values Standard 4 Curriculum, Instruction, and Assessment Standard 9 Operations and Management	Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff Standard 8 Meaningful Engagement of Families and Community	Standard 3 Equity and Cultural Responsiveness Standard 10 School Improvement	Standard 2 Ethics and Professional Norms Standard 6 Professional Capacity of School Personnel

District Certified Personnel Evaluation Plan Components

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating district certified personnel. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the Professional Standards for Educational Leaders (PSEL).

Professional Standards for Educational Leaders (PSEL)

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

District Certified Personnel Performance Criteria and Measures

Professional Standards for Educational Leaders are designed to support student achievement and professional best practice. Included in the PSEL standards are performance indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a District Certified Employee will be situated within one or more of the PSEL standards.

For the purposes of evaluation, the relevant standards for each certified district position will be grouped under the following four Performance Measures to align with the Kentucky Framework for Personnel Evaluation:

Planning
Environment
Instruction
Professionalism

Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most district certified personnel will maintain an Accomplished rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how district certified

personnel respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual District certified personnel performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence

- **Professional Growth Planning**
- **Conferencing / Site Visit**

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

- ✓ **Yearly Improvement Goal(s) (WIGs)**
- ✓ **Products of Practice**
- ✓ **Other Sources**

Performance Measures

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

Professional Growth Planning– completed by district certified personnel

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

- All district certified personnel will participate in self-reflection and professional growth planning each year.
- By July 30, the district certified personnel and the evaluator will discuss evaluation criteria.
- Late hires will begin the process on their hire date.

Other Possible Sources of Evidence:

- Observational data
- Formative assessment results
- District / School Report Card data
- District departmental data
- Faculty meeting agendas and minutes
- Department/grade level agendas and minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Parent/Community engagement surveys
- Parent/Community engagement events documentation

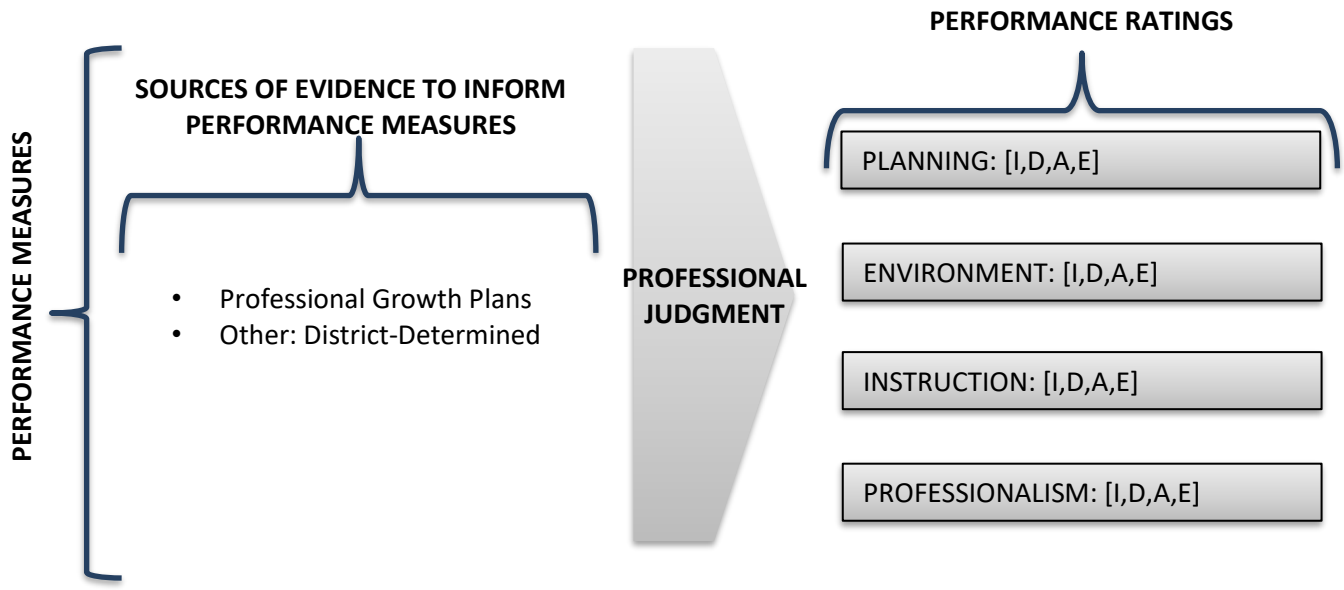
Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Performance Category for each district certified personnel at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the District Certified Personnel's ratings on professional practice and student growth.

Performance Ratings

- **The performance measure ratings will be determined for each measure.**
- **Use decision rules to determine an overall rating.**

✓ **Evidence for Performance Measures will be collected throughout the year. A summative rating will be given by June 15th of each school year.**



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

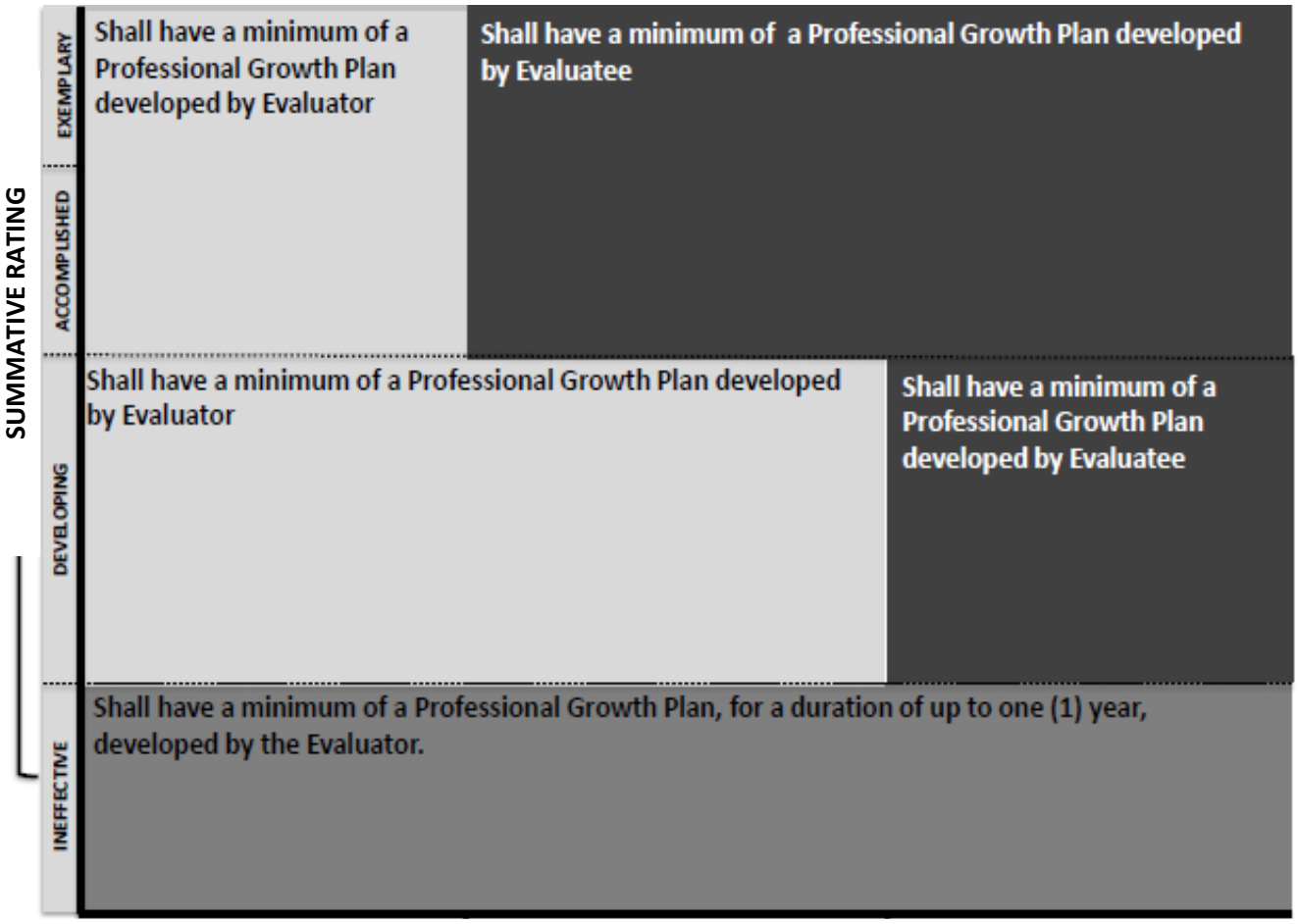
Determining Overall Summative Rating

- **Apply the Decision Rules for determining an Overall Summative Rating.**

CRITERIA FOR DETERMINING A DISTRICT CERTIFIED PERSONNEL'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
District Certified Personnel is rated Exemplary in at least three of the Performance Measures and no measure is Developing or Ineffective.	Summative Rating will be Exemplary.
District Certified Personnel is rated Accomplished in at least three of the Performance Measures and no measure is Ineffective.	Summative Rating will be Accomplished.
District Certified Personnel is rated Developing in at least three of the Performance Measures.	Summative Rating will be Developing.
District Certified Personnel is rating Ineffective in two or more Performance Measures.	Summative Rating will be Ineffective.

Professional Growth Plan and Summative Cycle

Based on the overall Summative Rating, supervisors will determine the type of Professional Growth Plan required of the district certified personnel.



Evaluation Appeals Process

Evaluation Appeals Panel

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345.

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.
The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS
Any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures as outlined in the Teacher Evaluation Handbook:

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

HEARINGS
The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.

6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
    a. Upholding all parts of the original evaluation.
    b. Voiding the original evaluation or parts of it.
    c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Statutes, Regulations and Board Policies

704 KAR 3:370. Kentucky Framework for Personnel Evaluation.

RELATES TO: KRS 156.557, 156.800(7), 161.740

STATUTORY AUTHORITY: KRS 156.070, 156.557(2), (5)(c), (7)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(2) and (5)(c), and (7) require the Kentucky Board of Education to promulgate administrative regulations to establish a statewide framework for the purposes of supporting and improving the performance of all certified school personnel, to develop written guidelines for local school districts to follow in implementing a system of evaluation for certified school personnel, and to establish an appeals procedure for certified school personnel. This administrative regulation establishes a statewide framework to support and improve the performance of all certified school personnel as well as an appeals procedure for certified school personnel.

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

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

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

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

(5) "Conference" means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 2. District Evaluation Procedures and Forms. (1) An evaluation committee, as defined in this administrative regulation, shall develop the certified evaluation plan for the evaluation of certified school personnel below the level of superintendent. The evaluation committee shall submit the certified evaluation plan to the local board of education for review and approval.

(2) The local board of education shall review and approve the certified evaluation plan that meets the requirements of KRS 156.557 (5)(c) and this administrative regulation.

(a) The district certified evaluation plan may require the use of additional trained administrative personnel to observe and provide information to the evaluator.

(b) Peer observations may be used as a source of evidence to inform a summative rating only if requested by the teacher or other professional being evaluated.

(c) The district certified evaluation plan shall establish uniform requirements for the length, frequency, and nature of observations conducted by an evaluator for the purpose of evaluation. The district certified evaluation plan shall require a conference between the evaluator and the evaluatee within five (5) working days following each observation.

(d) The district certified evaluation plan shall require the summative evaluation to include all applicable system data and be held at the end of the evaluation cycle pursuant to KRS 156.557.

(e) The district certified evaluation plan shall require a summative evaluation to occur annually for each certified school personnel below the level of superintendent who has not attained continuing service status pursuant to KRS 161.740 or continuing status pursuant to KRS 156.800(7) and shall incorporate the formative data collected during the Kentucky Teacher Internship Program, pursuant to 16 KAR 7:010, in the summative evaluation of a teacher intern.

(f) The district certified evaluation plan shall require a summative evaluation at least once every three (3) years for a teacher, other professional, principal, or assistant principal who has attained continuing service status pursuant to KRS 161.740 or continuing status pursuant to KRS 156.800(7).

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

(h) The district certified evaluation plan shall require a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record.

(i) All evidence used to produce certified school personnel's overall performance rating shall be included in the documentation of the summative evaluation.

(j) The district certified evaluation plan shall provide an opportunity for the evaluatee to submit a written statement in response to the summative rating and require the response to be included in the official personnel record.

Section 3. District Personnel Evaluation Policies. (1) Each local school district shall establish a written policy for implementing the certified evaluation plan for all certified school personnel below the level of superintendent in the district, consistent with the requirements of KRS 156.557 and this administrative regulation. The local board of education shall develop, adopt, and submit to the department for approval a policy and procedure for evaluation of the district superintendent.

Section 4. Department Approval of District Personnel Evaluation Plan. The department shall review each local school district's certified evaluation plan and approve a certified evaluation plan that is consistent with the requirements of KRS 156.557 and this administrative regulation.

Section 5. Revisions to Previously Approved District Evaluation Plan. (1) The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

Section 6. Training and Testing of Evaluators. (1) The district shall include evaluator certification and observation training in the district's certified evaluation plan submitted to the department for approval pursuant to Section 3 of this administrative regulation.

(2) The district shall ensure an evaluator meets the requirements in the district's evaluation plan prior to conducting a formative or summative evaluation.

(3) An evaluator shall be trained, tested, and approved according to this administrative regulation and the district's certified evaluation plan.

(4) Evaluator training shall include:

(a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;

(b) Training on KRS 156.557 and the requirements of this administrative regulation;

(c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and

(d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

Section 7. Training of Peer Observers. (1) The district shall require peer observations be performed by individuals who are trained in peer observation techniques and responsibilities prior to the first peer observation.

(2) Peer observation training shall include training in effective observation and conferencing techniques and the roles and responsibilities of peer observers, evaluatees, and certified school personnel.

Section 8. Performance Measure. (1) The district's certified evaluation plan shall utilize the Kentucky Framework for Personnel Evaluation pursuant to KRS 156.557 and the requirements of this administrative regulation and shall include the following performance measures:

(a) Planning;

(b) Environment;

(c) Instruction; and

(d) Professionalism.

(2) The district's certified evaluation plan shall define criteria for each performance measure from the Kentucky Framework for Teaching, the Kentucky Framework for Teaching: Specialist Frameworks, and the Principal and Assistant Principal Performance Standards that characterize effective practice and apply to the evaluatee.

(3) The evaluator shall use sources of evidence, in combination with professional judgment, to inform the teacher's or other professional's rating on each of the four (4) performance measures listed in subsection (1) of this section.

(a) The evaluator shall use the following ratings:

1. "Exemplary" shall be the rating for performance that consistently exceeds expectations for effective performance;

2. "Accomplished" shall be the rating for performance that consistently meets expectations for effective performance;

3. "Developing" shall be the rating for performance that inconsistently meets expectations for effective performance; and

4. "Ineffective" shall be the rating for performance that consistently fails to meet expectations for effective performance. Because individual education program (IEP) goals are student-specific, IEP goals may inform, but shall not be used as a single source of evidence for any performance measure.

Section 9. Summative Rating of Teachers, Other Professionals, Principals, and Assistant Principals. (1) The overall performance category for teachers or other professionals, principals, and assistant principals shall be a district-determined rating by combining the four (4) performance measures provided in Section 8.

Section 10. Evaluation of Certified School Personnel Assigned to the District Level for Purposes of Evaluation. (1) The district's certified evaluation plan for certified school personnel assigned to the district level for purposes of evaluation shall:

(a) Utilize the performance criteria established in KRS 156.557(4), comply with KRS 156.557 and the requirements of this administrative regulation; and

(b) List the performance criteria applicable to the evaluatee that characterizes professional effectiveness.

(2) The district certified evaluation plan for certified personnel assigned to the district level for purposes of evaluation shall be specific to the evaluatee's job category.

Section 11. District Evaluation Appeals Panel. The district shall provide the following in its system plan for an appeal to the district evaluation appeals panel:

(1) A right to a hearing as to every appeal;

(2) An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the district evaluation appeals panel; and

(3) A right to have the evaluatee's chosen representative present at the hearing.

Section 12. State Evaluation Appeals Panel. (1) A certified school personnel who believes that the local district is not properly implementing the district certified evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as established in this subsection.

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the state evaluation appeals panel (SEAP). The SEAP's jurisdiction shall be limited to procedural matters already addressed by the local appeals panel related to the district's alleged failure to implement an evaluation plan as approved by the department. The SEAP shall not have jurisdiction of a complaint involving the professional judgment conclusion of an evaluation, and the SEAP's review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level.

(b) No later than thirty (30) calendar days after the final action or decision at the local district level, a certified school personnel may submit a written request to the chief state school officer for a review before the SEAP. If a certified school personnel does not appeal within the time frame listed in this paragraph, the request shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with the request.

(c) A brief, written statement or other document that a party wishes to submit for consideration by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

(e) A determination of district noncompliance with the district evaluation plan or absence of a district local evaluation plan shall render the evaluation void.

Section 13. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Kentucky Framework for Teaching", February 2014;

(b) "Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals", June 2015; and

(c) "Principal and Assistant Principal Performance Standards", May 2014.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Department of Education, Office of Teaching and Learning, 300 Sower Blvd, 5th Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education, as required by KRS 156.070(5). (40 Ky.R. 2651; 41 Ky.R. 61; 264; eff. 8-11-2014; 41 Ky.R. 2342; 42 Ky.R. 38; 287; 672; eff. 8-10-2015; 44 Ky.R. 1139, 1575, 1847; eff. 3-9-2018.)

156.557 Definitions -- Statewide framework for teaching -- District personnel evaluation system -- Summative evaluations -- Appeals -- Prohibition against disclosure of confidential information -- Limits on reporting of evaluation results.

(1) As used in this section: (a) "Formative evaluation" means a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance; and (b) "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data that: 1. Occur at the end of an evaluation cycle; and 2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report. (2) The Kentucky Department of Education, in consultation with the Kentucky teacher and principal steering committees and other groups deemed appropriate by the commissioner of education, shall develop a statewide framework for teaching that shall promote the continuous professional growth and development of skills needed to be a highly effective teacher or a highly effective administrator in a school or district. (3) Each district shall develop and implement a personnel evaluation system aligned with the statewide framework for teaching established in subsection (2) of this section that shall: (a) Use multiple measures of effectiveness; (b) Include both formative and summative evaluation components; (c) Measure professional effectiveness; (d) Support professional growth; (e) Have at least four (4) performance levels; (f) Be used to inform personnel decisions; (g) Be considerate of the time requirements of evaluators at the local level and shall not require that all certified school personnel have a formal summative evaluation each year; and (h) Rate teachers or administrators by multiple measures instead of a single measure. (4) The performance criteria by which teachers and administrators shall be evaluated shall include but not be limited to: (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results; (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices; (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques; (d) Promotion and incorporation of instructional strategies or management
techniques that are fair and respect diversity and individual differences; (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others; (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations; (g) Demonstration of the effective use of resources, including technology; (h) Demonstration of professional growth; (i) Adherence to the professional code of ethics; and (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection. (5) The following provisions shall apply to each school district's personnel evaluation system: (a) Certified school personnel, below the level of superintendent, shall be evaluated; (b) The evaluation system shall include formative evaluation and summative evaluation components; and (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in implementing the personnel evaluation system and shall require the following: 1. All evaluations of certified school personnel below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators; 2. The immediate supervisor of the certified school personnel member shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers; 3. All monitoring or observation of performance of a certified school personnel member shall be conducted openly and with full knowledge of the personnel member; 4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school personnel. Evaluators shall receive support and resources necessary to ensure consistent and reliable ratings; 5. The personnel evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; 6. The system shall require annual summative evaluations for each
teacher or other professional who has not attained continuing service status under KRS 161.740 or continuing status under KRS 156.800(7). The system shall require summative evaluations at least once every three (3) years for a teacher or other professional who has attained continuing service status under KRS 161.740 or continuing status under KRS 156.800(7), principals, assistant principals, and other certified administrators; and 7. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members. (6) (a) Each superintendent shall be evaluated according to a policy and procedures developed by the local board of education and approved by the department. (b) The summative evaluation of the superintendent shall be in writing, discussed and adopted in an open meeting of the board and reflected in the minutes, and made available to the public upon request. (c) Any preliminary discussions relating to the evaluation of the superintendent by the board or between the board and the superintendent prior to the summative evaluation shall be conducted in closed session. (7) The Kentucky Board of Education shall establish an

appeals procedure for certified school personnel who believe that the local school district failed to properly implement the evaluation system. The appeals procedure shall not involve requests from individual certified school personnel members for review of the judgmental conclusions of their personnel evaluations. (8) The local board of education shall establish an evaluation appeals panel for certified school personnel that shall consist of two (2) members elected by the certified employees of the local district and one (1) member appointed by the board of education who is a certified employee of the local board of education. Certified school personnel who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. (9) The Kentucky Department of Education may annually provide for on-site visits by trained personnel to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of the evaluation system. (10) The disclosure, pursuant to KRS Chapter 61, of any data or information, including student growth data, that local school districts or the Department of Education collect on individual classroom teachers under this section is prohibited. (11) The results of evaluations conducted under this section shall not be included in the accountability system described in KRS 158.6455 and no reporting requirements related to these results shall be imposed upon the local school districts by the Department of Education. Effective:April 10, 2017 History: Amended 2017 Ky. Acts ch. 156, sec. 1, effective April 10, 2017. -Amended 2013 Ky. Acts ch. 55, sec. 1, effective June 25, 2013. -- Amended 2010 Ky. Acts ch. 157, sec. 1, effective July 15, 2010. -- Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000. Legislative Research Commission Note (7/15/2010). The internal numbering of subsection (4) of this statute has been modified by the Reviser of Statutes from the way it appeared in 2010 Ky. Acts ch. 157, sec. 1, under the authority of KRS 7.136(1).

-CERTIFIED PERSONNEL-

Evaluation

The Superintendent shall recommend for approval by the Board and the Kentucky Department of Education, a personnel evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation.[1]

PURPOSE

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for each teacher or other professional who has not attained continuing service status. Summative evaluations shall occur at least once every three (3) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

REPORTING

Results of evaluations shall not be included in the accountability system under KRS 158.6455.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

Employees will receive a copy of the criteria on which they are being evaluated.

CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

REVIEW

All employees shall be afforded an opportunity for a conference during which a review of their summative evaluations shall be conducted. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument, and a copy will be provided to the evaluatee.

All evaluations shall be maintained in the employee's personnel file.[2]

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

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

Evaluation

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

SUPERINTENDENT

THE SUPERINTENDENT SHALL RECEIVE THE PANEL'S DECISION AND SHALL TAKE SUCH ACTION AS PERMITTED BY LAW AS S/HE DEEMS APPROPRIATE OR NECESSARY. REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

[1]KRS 156.557; 704 KAR 003:370
703 KAR 005:225
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15
02.14; 03.16

Adopted/Amended: 7/17/2017 Order #: 98

Paducah Public Schools

Evaluation Appeal Form

Note: Pursuant to Board Policy 03.18, you have five (5) working days within receiving the summative evaluation to request a meeting by filing this appeal form with the Superintendent of Schools.

EMPLOYEE'S NAME AND JOB TITLE:

SCHOOL:

DATE OF SUMMATIVE EVALUATION AND CONFERENCE:

THIS APPEAL CHALLENGES THE SUMMATIVE FINDINGS ON
___SUBSTANCE ___ PROCEDURE ___BOTH SUBSTANCE AND PROCEDURE

PLEASE SPECIFY THE PROBLEM YOU WISH TO APPEAL.

DATE(S) OF THE FORMATIVE EVALUATION(S) ATTACHED WITH THIS SUMMATIVE:

THE PERSON(S) WITH WHOM YOU DISAGREE:

I understand that evaluation records may be presented to and reviewed by the evaluation appeals panel.

_____ **____/____/__**
Signature **Date**

CERTIFIED SCHOOL PERSONNEL FLOW CHART

Pre-observation Conference (With the employee)
Formative 1: Conference and form is required. Formative 2 and 3 may include a pre-observation conference (It is recommended for all three formal observations.)
Review criteria for classroom observation and formative evaluation
Review self reflection, professional growth plan or corrective action plan
Establish time, procedures and methods of data collection
Schedule the observation and the post-observation conference

Observation of the employee
Peer Observation: Conducted no later than **October 15th**.
Formative 1: Conducted no later than the **end of the first semester**
Formative 2 (mini) and 3 (full): Conducted no later than **March 31**
Collect classroom data from classroom observation form

Analysis of Data
Review classroom observation data
Collect and review data from other pertinent sources in order to complete the Formative Evaluation (walkthroughs, commendations, committee work, etc.)
Identify areas of strength, areas requiring improvement
Complete the Formative Evaluation form 1, 2 or 3
Plan post-observation conference

Post-observation Conference (With the employee)
Review classroom observation and other information collected
Review progress of professional growth plan or corrective action plan
Identify areas of strength
Identify areas requiring improvement
Identify types of assistance needed
Agree upon revisions to or a new professional growth plan or corrective action plan
Complete and sign the professional growth plan or corrective action plan

Formative Evaluation Conference
Sign the Formative Evaluation Form 1, 2 or 3
Review progress of self-reflection, and professional growth plan or corrective action plan
Identify areas of strength
Identify areas requiring improvement
Complete and sign the professional growth plan or corrective action plan

Summative Evaluation Conference
With the employee to be completed no later than **April 14**
Review all pertinent data and summative evaluation
Update the professional growth plan or corrective action plan

Follow up
Schedule next observation if at stage Formative 1 or 2
Monitor formative evaluation and professional growth plan or corrective action plan throughout the year

CERTIFIED PERSONNEL EVALUATION FORMS

The following sections contain the board-approved evaluation forms that will be used to evaluate certified personnel. These forms are also available in Microsoft Office electronic forms.

The evaluation forms are organized by the following sections:
1. Non-Tenured
2. Tenured—Year 1 of the Evaluation Cycle
3. Tenured—Year 2 of the Evaluation Cycle
4. Tenured—Year 3 of the Evaluation Cycle (Summative Year)

Please note that Other Professionals use the same forms as found in each of the above sections with the exception of 1) Self-Reflection Forms, 2) Peer Observation Forms, and 3) Observation Rating Forms. These Other Professional Forms are found in the fifth section entitled:

5. Other Professionals Self-Reflection and Observation Forms

Professional Growth Plan and Summative Cycle- minimum requirements noted

Accomplished or Exemplary	THREE YEAR SELF-DIRECTED CYCLE • Goal set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues • Formative review annually • Summative occurs at the end of year 3
Developing	THREE YEAR SELF-DIRECTED CYCLE • Goals set by educator with evaluator input that must address two areas in developing rated domains. • Plan activities designed by educator with evaluator input. • Formative review annually.
Ineffective	ONE YEAR DIRECTED GROWTH PLAN • Goals determined by the evaluator • Goals focused on areas in ineffective rated domains. • Plan activities designed by evaluator with educator input. • Formative review at mid-point • Summative at end of plan.

NON-TENURED EVALUATION FORMS

PROFESSIONAL GROWTH PLAN

PROFESSIONAL GROWTH GOALS(S):			
ACTIVITIES	**MATERIALS/RESOURCES**	**TARGET DATE (When will I implement the activity?)**	**How has student achievement been impacted? (Formative Evidence: ongoing reflection)**

Plan Developed			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___
Plan End of Year Review			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___

Kentucky Framework for Teaching 1st Semester Self-Reflection

Name: _____ Date: _____

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

Kentucky Framework for Teaching 2nd Semester Self-Reflection
Self-Reflection

Name: _____ Date: _____

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

Peer Observation Form (Optional)
(Do Not Submit to Evaluator)

Teacher: **Grade/Group:**

Activity: **Date:**

Time: **Observer:**

Timestamp	Enter observed Evidence statement below	Select which component evidence aligns	Select which component evidence aligns
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
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		Select Component	Select Component
		Select Component	Select Component

PRE-OBSERVATION FORM

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

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs. (IEP, 504, GSSP, PSP)	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

Certified Employee's/Evaluatee's Signature	Date	Observer's/Evaluator's Signature	Date

TEACHER FORMATIVE OBSERVATION RATINGS

Teacher:	**Grade:**				
Subject:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B:Demonstrating Knowledge of Students	I	D	A	E	
1C: Selecting Instructional Outcomes	I	D	A	E	
1D: Demonstrating Knowledge of Resources	I	D	A	E	
1E: Designing Coherent instruction	I	D	A	E	
1F: Designing Student Assessment	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Classroom Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating with Students	I	D	A	E	
3B: Using Questioning and Discussion Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Using Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Teaching	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Demonstrating Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

FORMATIVE EVALUATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

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

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

Evaluator's Formative Observation Ratings must be printed and attached:

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

TEACHER FORMATIVE OBSERVATION RATINGS

Teacher:	**Grade:**				
Subject:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B:Demonstrating Knowledge of Students	I	D	A	E	
1C: Selecting Instructional Outcomes	I	D	A	E	
1D: Demonstrating Knowledge of Resources	I	D	A	E	
1E: Designing Coherent instruction	I	D	A	E	
1F: Designing Student Assessment	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Classroom Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating with Students	I	D	A	E	
3B: Using Questioning and Discussion Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Using Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Teaching	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Demonstrating Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

FORMATIVE EVALUATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

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

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

Evaluator's Formative Observation Ratings must be printed and attached:

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

TEACHER FORMATIVE OBSERVATION RATINGS

Teacher:	**Grade:**				
Subject:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B:Demonstrating Knowledge of Students	I	D	A	E	
1C: Selecting Instructional Outcomes	I	D	A	E	
1D: Demonstrating Knowledge of Resources	I	D	A	E	
1E: Designing Coherent instruction	I	D	A	E	
1F: Designing Student Assessment	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Classroom Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating with Students	I	D	A	E	
3B: Using Questioning and Discussion Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Using Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Teaching	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Demonstrating Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

FORMATIVE EVALUATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

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

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

Evaluator's Formative Observation Ratings must be printed and attached:

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

SUMMATIVE EVALUATION

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

Evaluator's Summative Observation Rating:

PLANNING (Domain 1):	**Rating:**			
Performance Rating	**I**	**D**	**A**	**E**
COMMENTS				
Performance Rating	**I**	**D**	**A**	**E**
COMMENTS				
Performance Rating	**I**	**D**	**A**	**E**
COMMENTS				
Performance Rating	**I**	**D**	**A**	**E**

COMMENTS

Determining the Overall Summative Rating

IF……	THEN…..
Environment AND Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two performance measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two performance measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

OVERALL SUMMATIVE RATING	**I**	**D**	**A**	**E**
EVALUATOR COMMENTS				

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

TEACHER COMMENTS:

___ Agree with this summative evaluation

___ Disagree with this Summative evaluation

___ Additional statements attached

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

Paducah Public Schools
Corrective Action Plan

Teacher's Name_____ **School**: _____ **Date: __/__/__**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed		Reviewed	
Certified Employee/Evaluatee Signature __/__/__	Date	Certified Employee/Evaluatee Signature __/__/__	Date
Evaluator Signature __/__/__	Date	Evaluator Signature __/__/__	Date

TENURED EVALUATION CYCLE: YEAR 1 EVALUATION FORMS

PROFESSIONAL GROWTH PLAN

PROFESSIONAL GROWTH GOAL(S):			
ACTIVITIES	**MATERIALS/RESOURCES**	**TARGET DATE (When will I implement the activity?)**	**How has student achievement been impacted? (Formative Evidence: ongoing reflection)**

Plan Developed			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___
Plan End of Year Review			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___

Kentucky Framework for Teaching 1st Semester Self-Reflection

Name: _____ Date: _____

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

Kentucky Framework for Teaching 2nd Semester Self-Reflection

Name: _____ Date: _____

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

PRE-OBSERVATION FORM

Teacher	

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

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs. (IEP, 504, GSSP, PSP)	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

Certified Employee's/Evaluatee's Signature	Date	Observer's/Evaluator's Signature	Date

TEACHER FORMATIVE OBSERVATION RATINGS

Teacher:	**Grade:**				
Subject:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B:Demonstrating Knowledge of Students	I	D	A	E	
1C: Selecting Instructional Outcomes	I	D	A	E	
1D: Demonstrating Knowledge of Resources	I	D	A	E	
1E: Designing Coherent instruction	I	D	A	E	
1F: Designing Student Assessment	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Classroom Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating with Students	I	D	A	E	
3B: Using Questioning and Discussion Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Using Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Teaching	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Demonstrating Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: “I” – Ineffective; “D” – Developing; “A” Accomplished; & “E” Exemplary

Certified Employee’s/Evaluatee’s Signature*	Date	Observer’s/Evaluator’s Signature	Date

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FORMATIVE EVALUATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

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

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

Evaluator's Formative Observation Ratings must be printed and attached:

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

Paducah Public Schools
Corrective Action Plan

Teacher's Name_____ **School**: _____ **Date: __/__/__**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed		Reviewed	
Certified Employee/Evaluatee Signature __/__/__	Date	Certified Employee/Evaluatee Signature __/__/__	Date
Evaluator Signature __/__/__	Date	Evaluator Signature __/__/__	Date

TENURED EVALUATION CYCLE: YEAR 2 EVALUATION FORMS

PROFESSIONAL GROWTH PLAN

PROFESSIONAL GROWTH GOAL(S):			
ACTIVITIES	**MATERIALS/RESOURCES**	**TARGET DATE (When will I implement the activity?)**	**How has student achievement been impacted? (Formative Evidence: ongoing reflection)**

Plan Developed			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___
Plan End of Year Review			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___

Kentucky Framework for Teaching 1st Semester Self-Reflection

Name: _____ Date: _____

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

Kentucky Framework for Teaching 2nd Semester Self-Reflection

Name: _____ Date: _____

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

TEACHER FORMATIVE OBSERVATION RATINGS

Teacher:	**Grade:**				
Subject:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B:Demonstrating Knowledge of Students	I	D	A	E	
1C: Selecting Instructional Outcomes	I	D	A	E	
1D: Demonstrating Knowledge of Resources	I	D	A	E	
1E: Designing Coherent instruction	I	D	A	E	
1F: Designing Student Assessment	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Classroom Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating with Students	I	D	A	E	
3B: Using Questioning and Discussion Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Using Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Teaching	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Demonstrating Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: “I” – Ineffective; “D” – Developing; “A” Accomplished; & “E” Exemplary

Certified Employee’s/Evaluatee’s Signature*	Date	Observer’s/Evaluator’s Signature	Date

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

FORMATIVE EVALUATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

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

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

Evaluator's Formative Observation Ratings must be printed and attached:

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

Paducah Public Schools
Corrective Action Plan

Teacher's Name_____ **School**: _____ **Date: __/__/__**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed		Reviewed	
Certified Employee/Evaluatee Signature __/__/__	Date	Certified Employee/Evaluatee Signature __/__/__	Date
Evaluator Signature __/__/__	Date	Evaluator Signature __/__/__	Date

TENURED EVALUATION CYCLE: YEAR 3 (SUMMATIVE YEAR) EVALUATION FORMS

PROFESSIONAL GROWTH PLAN

PROFESSIONAL GROWTH GOAL(S):			
ACTIVITIES	**MATERIALS/RESOURCES**	**TARGET DATE (When will I implement the activity?)**	**How has student achievement been impacted? (Formative Evidence: ongoing reflection)**

Plan Developed			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___
Plan End of Year Review			
Certified Employee/Evaluatee Signature	Date ___/___/___	Evaluator Signature	Date ___/___/___

Kentucky Framework for Teaching 1st Semester Self-Reflection

Name: _____ Date: _____

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

Kentucky Framework for Teaching 2nd Semester Self-Reflection

Name: _____ Date: _____

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

Peer Observation Form (Optional)
(Do Not Submit to Your Evaluator)

Teacher: **Grade/Group:**

Activity: **Date:**

Time: **Observer:**

Timestamp	Enter observed Evidence statement below	Select which component evidence aligns	Select which component evidence aligns
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
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		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component

TEACHER FORMATIVE OBSERVATION RATINGS

Teacher:	**Grade:**				
Subject:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B:Demonstrating Knowledge of Students	I	D	A	E	
1C: Selecting Instructional Outcomes	I	D	A	E	
1D: Demonstrating Knowledge of Resources	I	D	A	E	
1E: Designing Coherent instruction	I	D	A	E	
1F: Designing Student Assessment	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Classroom Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating with Students	I	D	A	E	
3B: Using Questioning and Discussion Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Using Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Teaching	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Demonstrating Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

FORMATIVE EVALUATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

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

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

Evaluator's Formative Observation Ratings must be printed and attached:

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

SUMMATIVE EVALUATION

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Formative 1 Date ___/___/___ Formative 2 Date ___/___/___ Formative 3 Date ___/___/___	

Evaluator's Summative Observation Rating:

PLANNING (Domain 1):	**Rating:**			
Performance Rating	**I**	**D**	**A**	**E**
COMMENTS				
Performance Rating	**I**	**D**	**A**	**E**
COMMENTS				
Performance Rating	**I**	**D**	**A**	**E**
COMMENTS				
Performance Rating	**I**	**D**	**A**	**E**

COMMENTS

Determining the Overall Summative Rating

IF……	THEN…..
Environment AND Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two performance measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two performance measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

OVERALL SUMMATIVE RATING	**I**	**D**	**A**	**E**
EVALUATOR COMMENTS				

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

TEACHER COMMENTS:
___ Agree with this summative evaluation
___ Disagree with this Summative evaluation
___ Additional statements attached

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

Paducah Public Schools
Corrective Action Plan

Teacher's Name_____ **School**: _____ **Date: __/__/__**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed		Reviewed	
Certified Employee/Evaluatee Signature __/__/__	Date	Certified Employee/Evaluatee Signature __/__/__	Date
Evaluator Signature __/__/__	Date	Evaluator Signature __/__/__	Date

OTHER PROFESSIONAL SELF-REFLECTION PEER OBSERVATION AND OBSERVATION RATINGS FORMS

Kentucky Framework for Specialists 1st Semester Self-Reflection
School Guidance Counselor

Name: _____ Date: _____

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

Kentucky Framework for Specialists 2nd Semester Self-Reflection
School Guidance Counselor

Name: _____ Date: _____

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

Kentucky Framework for Specialists 1st Semester Self-Reflection
Instructional Specialist

Name: _____ Date: _____

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

Kentucky Framework for Specialists 2nd Semester Self-Reflection
Instructional Specialist

Name: _____ Date: _____

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

Kentucky Framework for Specialists 1st Semester Self-Reflection
Library Media Specialist

Name: _____ Date: _____

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

Kentucky Framework for Specialists 2nd Semester Self-Reflection
Library Media Specialist

Name: _____ Date: _____

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

Kentucky Framework for Specialists 1st Semester Self-Reflection
Therapeutic Specialist

Name: _____ Date: _____

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

Kentucky Framework for Specialists 2nd Semester Self-Reflection

Therapeutic Specialist

Name: _____ Date: _____

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

Peer Observation Form (Optional)
(Do Not Submit to Your Evaluator)

Other Professional: **Grade/Group:**

Activity: **Date:**

Time: **Observer:**

Timestamp	Enter observed Evidence statement below	Select which component evidence aligns	Select which component evidence aligns
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
		Select Component	Select Component
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COUNSELOR FORMATIVE OBSERVATION RATINGS

Guidance Counselor:	**Grade/Group:**				
Activity:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Counseling Theory and Techniques	I	D	A	E	
1B: Demonstrating Knowledge of Child and Adolescent Development	I	D	A	E	
1C: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	I	D	A	E	
1D: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond School and District	I	D	A	E	
1E: Plan in the Counseling Program Integrated with the Regular School Program	I	D	A	E	
1F: Developing a Plan to Evaluate the Counseling Program	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2a: Creating an Environment of Respect and Rapport	I	D	A	E	
2b - Establishing a culture for productive communication	I	D	A	E	
2c - Managing routines and procedures	I	D	A	E	
2d - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2e: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3a - Assessing student needs	I	D	A	E	
3b - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3c - Using counseling techniques in individual and classroom programs	I	D	A	E	
3d - Brokering resources to meet needs	I	D	A	E	
3e - Demonstrating flexibility and responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Practice	I	D	A	E	
4B: Maintaining Records and Submitting them in a Timely Fashion	I	D	A	E	
4C: Communicating with Families	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Engaging in Professional Development	I	D	A	E	
4F: Showing Professionalism	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

notes sharing of results, not necessarily agreement with the formative rating

INSTRUCTIONAL SPECIALIST
FORMATIVE OBSERVATION RATINGS

Instructional Specialist:	**Grade/Group:**				
Activity:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	I	D	A	E	
1B: Demonstrating Knowledge of the School's Program and Levels in Teacher Skill in Delivering that Program	I	D	A	E	
1C: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	I	D	A	E	
1D: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	I	D	A	E	
1E: Planning the Instructional Support Program Integrated with the Overall School Program	I	D	A	E	
1F: Developing a Plan to Evaluate the Instructional Support Program	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B -Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting On Practice	I	D	A	E	
4B: Preparing and Submitting Budgets and Reports	I	D	A	E	
4C: Coordinating Work with Other Instructional Specialists	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Engaging in Professional Development	I	D	A	E	
4F: Showing Professionalism Including Integrity and Confidentiality	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: “I” – Ineffective; “D” – Developing; “A” Accomplished; & “E” Exemplary

Certified Employee’s/Evaluatee’s Signature*	Date	Observer’s/Evaluator’s Signature	Date

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

LIBRARY MEDIA SPECIALIST
FORMATIVE OBSERVATION RATINGS

Library/Media Specialist:	**School:**				
Activity:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B: Demonstrating Knowledge of Students	I	D	A	E	
1C: Supporting Instructional Goals	I	D	A	E	
1D: Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E: Demonstrating Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F: Collaborating in the Design of Instructional Experiences	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Use evidences from pre and post conferences	I	D	A	E	
2A: Creating an Environment of Respect and Rapport	I	D	A	E	
2B: Establishing a Culture for Learning	I	D	A	E	
2C: Managing Library Procedures	I	D	A	E	
2D: Managing Student Behavior	I	D	A	E	
2E: Organizing Physical Space	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3A: Communicating Clearly and Accurately	I	D	A	E	
3B: Using Questioning and Research Techniques	I	D	A	E	
3C: Engaging Students in Learning	I	D	A	E	
3D: Assessment in Instruction	I	D	A	E	
3E: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Practice	I	D	A	E	
4B: Maintaining Accurate Records	I	D	A	E	
4C: Communicating with School Staff and Community	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Growing and Developing Professionally	I	D	A	E	
4F: Collection Development and Maintenance	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Use evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

THERAPEUTIC SPECIALIST
FORMATIVE OBSERVATION RATINGS

Therapeutic Specialist:	**School:**				
Activity:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	I	D	A	E	
1B: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	I	D	A	E	
1C: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	I	D	A	E	
1D: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	I	D	A	E	
1E: Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	I	D	A	E	
1F: Developing a Plan to Evaluate the Therapy Program	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2a: Establishing Rapport with Students	I	D	A	E	
2b: Organizing Time Effectively	I	D	A	E	
2c: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
2d: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	
2e: Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3a: Responding to Referrals and Evaluating Student Needs	I	D	A	E	
3b: Developing and Implementing Treatment Plans to Maximize Student Success	I	D	A	E	
3c: Communicating with Families	I	D	A	E	
3d: Collecting Information; Writing Reports	I	D	A	E	
3e: Demonstrating Flexibility and Responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	
4A: Reflecting on Practice	I	D	A	E	
4B: Collaborating with Teachers and Administrators	I	D	A	E	
4C: Maintaining and Effective Data Management System	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Engaging and Professional Development	I	D	A	E	
4F: Showing Professionalism; Including Integrity, Advocacy, and Maintaining Confidentiality	I	D	A	E	
Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION FORMS

PRINCIPAL / ASSISTANT PRINCIPAL FLOW CHART

Pre-evaluation Conference (With the employee, no form)
Review criteria for the formative evaluation within 30 days of employment or the start of school

Goals and Plans
Review self-reflection, student growth goal, and professional growth plan or corrective action plan within 30 days of the District Data Analysis Day.

Observation of the administrator
An on-going activity throughout the year

Analysis of Data
Review observation data
Collect and review data from all pertinent sources in order to complete the Formative Evaluation (walkthroughs, commendations, committee work, etc.)
Identify areas of strength, areas requiring improvement
Complete the Formative Evaluation Form
Plan formative conference

Formative Conference (With the employee)
Recommended to occur before end of first semester
Review information collected
Review and sign the Formative Evaluation Form
Review progress of school improvement goal(s) and professional growth plan or corrective action plan
Identify areas of strength
Identify areas requiring improvement
Identify types of assistance needed
Agree upon revisions to or a new growth plan or corrective action plan
Complete and sign the student growth goals and professional growth plan or corrective action plan

Summative Evaluation Conference
With the employee to be completed no later than **June 15th**
Review self-reflection and all pertinent data and summative evaluation form
Update the growth plan or corrective action plan

Follow up
Schedule next steps
Monitor formative evaluation and growth plan or corrective action plan throughout the year

Principal Evaluation

Principal	
School	
Level	

Part A: Reflection on the Performance Standards *Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

	Standard	Self-Assessment				Strengths and Areas for Growth
PLANNING	**Standard 1: Vision, Mission, 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.*	I	D	A	E	Strengths: Areas of Growth:
	Standard 2: Curriculum, Instruction, and Assessment *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E	Strengths: Areas of Growth:
	Standard 9: Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E	Strengths: Areas of Growth:
ENVIRONMENT	**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.*	I	D	A	E	Strengths: Areas of Growth:
	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.*	I	D	A	E	Strengths: Areas of Growth:
	Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	Strengths: Areas of Growth:
INSTRUCTION	**Standard 3: Equity and Cultural Responsiveness** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E	Strengths: Areas of Growth:

	Standard 10: School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E	Strengths: Areas of Growth:
PROFESSIONALISM	**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*.	I	D	A	E	Strengths: Areas of Growth:
	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.*	I	D	A	E	Strengths: Areas of Growth:

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

Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

Part B: Student Growth Goal

Data Sources: ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback
☐ Other _____

Data Selected	Results

Question to Consider: How does the data inform your decision about your learning needs?

Student Growth Goal: (This goal(s) should be taken from the Comprehensive School Improvement Plan and Data Day Goals. It should be approved by the evaluator.)	

Student Growth Action Plan *This plan will outline what the **principal** will do to impact the Student Growth Goal.*
Strategies/Actions What strategies/actions will you need to do in order to assist your school in reaching the goal? How will you accomplish my goal?

Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

Part C: Professional Growth

Professional Growth Planning

Identifying Needs: *What do I need to learn to meet my Student Growth Goal?*

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

Professional Growth Goal: • **What do I want to change about my practices that will effectively impact student learning?**	

Connection to Standards		
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.		
Professional Growth Plan		
Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Completion Date** When will I complete each identified strategy/ action?

Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

PART D: On-Going Reflection

1) Mid-Year Reflection: *Complete this section at mid-year to identify progress toward each Student Growth/Professional Growth Goal.*

Mid-Year Goal Progress Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ _____ Principal's Evaluator

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

Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

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

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

Next Steps:

Principal's Signature:	Date:
Evaluator's Signature:	Date:

Paducah Public Schools
Principal's Annual Evaluation Summary

Dates: Summative: ___/___/___

Principal: _____ School: _____

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluation of Principal's Practice

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Both Principal and Evaluator provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard.

	Standard	Self-Assessment				Ineffective	Developing	Accomplished	Exemplary
PLANNING	**Standard 1: Vision, Mission, 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.*	I	D	A	E				
	Standard 2: Curriculum, Instruction, and Assessment *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E				
	Standard 9: Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E				
ENVIRONMENT	**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.*	I	D	A	E				

ENVIRONMENT	**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.*	I	D	A	E				
	Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E				
INSTRUCTION	**Standard 3: Equity and Cultural Responsiveness** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E				
	Standard 10: School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E				
PROFESSIONALISM	**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*.	I	D	A	E				
	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.*	I	D	A	E				

To be signed after all information above has been completed and discussed.
Comments
___ Agree with this formative/summative evaluation (Circle one) **___ Disagree with this formative/summative evaluation (Circle one)** **___ Other statements attached** **Principal's Signature:_____ Date: ___/___/___**
Evaluator's Signature: _____ Date: ___/___/___

<u>Employment Recommendation to Central Office</u>:

____ Meets administrator standards for re-employment **Principal's Initials/Date: ____ ___/___/___**

____ Does not meet administrator standards for re-employment **Evaluator's Initials/Date: ____ ___/___/___**

Paducah Public Schools

Corrective Action Plan

Principal's Name_____ **School**: _____ **Date: ___/___/___**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed		Reviewed	
Principal's Signature	Date: ___/___/___	Principal's Signature	Date: ___/___/___
Evaluator's Signature	Date: ___/___/___	Evaluator's Signature	Date: ___/___/___

Assistant Principal Evaluation

Assistant Principal	
School	
Level	

Part A: Reflection on the Performance Standards

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

	Standard	Self-Assessment				Strengths and Areas for Growth
PLANNING	**Standard 1: Vision, Mission, 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.*	I	D	A	E	Strengths: Areas of Growth:
	Standard 2: Curriculum, Instruction, and Assessment *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E	Strengths: Areas of Growth:
	Standard 9: Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E	Strengths: Areas of Growth:
ENVIRONMENT	**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.*	I	D	A	E	Strengths: Areas of Growth:
	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.*	I	D	A	E	Strengths: Areas of Growth:
	Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	Strengths: Areas of Growth:
INSTRUC TION	**Standard 3: Equity and Cultural Responsiveness** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E	Strengths: Areas of Growth:

	Standard 10: School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E	Strengths: Areas of Growth:
PROFESSIONALISM	**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.*	I	D	A	E	Strengths: Areas of Growth:
	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.*	I	D	A	E	Strengths: Areas of Growth:

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

Asst. Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

Part B: Student Growth Goal

Data Sources: ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback
☐ Other _____

Data Selected	Results

Question to Consider: How does the data inform your decision about your learning needs?

Student Growth Goal: (This goal(s) should be taken from the Comprehensive School Improvement Plan and Data Day Goals. It should be approved by the evaluator.)	

Student Growth Action Plan

*This plan will outline what the **assistant principal** will do to impact the Student Growth Goal.*

Strategies/Actions What strategies/actions will you need to do in order to assist your school in reaching the goal? How will you accomplish my goal?

Asst. Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

Part C: Professional Growth

Professional Growth Planning

Identifying Needs: *What do I need to learn to meet my Student Growth Goal?*

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

Professional Growth Goal: **What do I want to change about my practices that will effectively impact student learning?**	

Connection to Standards		
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.		
Professional Growth Plan		
Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Completion Date** When will I complete each identified strategy/ action?

Asst. Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

PART D: On-Going Reflection:

1) Mid-Year Reflection: *Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal.*

Mid-Year Goal Progress Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ _____ Principal's Evaluator

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

Asst. Principal's Signature:	**Date:**
Evaluator's Signature:	**Date:**

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

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	☐ Data attached
Date:	**End of Year Working Conditions Reflection:**
Date:	**End of Year Professional Growth Reflection:**

Next Steps:

Asst. Principal's Signature:	Date:
Evaluator's Signature:	Date:

Paducah Public Schools
Assistant Principal's Annual Evaluation Summary

Dates: Summative: ___/___/___

Principal: _____ School: _____

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluation of Assistant Principal's Practice

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Both Assistant Principal and Evaluator provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard.

	Standard	Self-Assessment				Ineffective	Developing	Accomplished	Exemplary
PLANNING	**Standard 1: Vision, Mission, 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.*	I	D	A	E				
	Standard 2: Curriculum, Instruction, and Assessment *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E				
	Standard 9: Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E				
ENVIRONMENT	**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.*	I	D	A	E				

ENVIRONMENT	**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.*	I	D	A	E				
	Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E				
INSTRUCTION	**Standard 3: Equity and Cultural Responsiveness** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E				
	Standard 10: School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E				
PROFESSIONALISM	**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*.	I	D	A	E				
	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.*	I	D	A	E				

To be signed after all information above has been completed and discussed.
Comments
___ Agree with this formative/summative evaluation (Circle one) **___ Disagree with this formative/summative evaluation (Circle one)** **___ Other statements attached** **Asst. Principal's Signature:_____ Date: ___/___/___**
Evaluator's Signature: _____ Date: ___/___/___

<u>Employment Recommendation to Central Office</u>:

____ Meets administrator standards for re-employment Asst. Principal's Initials/Date: ____ ___/___/___

____ Does not meet administrator standards for re-employment Evaluator's Initials/Date: ____ ___/___/___

Paducah Public Schools
Corrective Action Plan

Assistant Principal's Name_____ **School**: _____ **Date: ___/___/___**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed		Reviewed	
Assistant Principal Signature	Date: ___/___/___	Assistant Principal Signature	Date: ___/___/___
Evaluator's Signature	Date: ___/___/___	Evaluator's Signature	Date: ___/___/___

DISTRICT CERTIFIED PERSONNEL EVALUATION FORMS

SCHOOL PSYCHOMETRIST FORMATIVE OBSERVATION RATINGS

Psychometrist:	**Grade/Group:**				
Activity:	**Date:**				
Time:	**Observer:**				
Observation Type: *Mini or Full*					
Components	**Rating**				**Comments**
1A: Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B: Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C: Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D: Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E: Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F: Developing a plan to evaluate the psychology program	I	D	A	E	
Overall Rating for PLANNING (Domain 1): Utilize evidences from pre and post conferences	I	D	A	E	
2a: Establishing rapport with students	I	D	A	E	
2b: Establishing a culture for positive mental health throughout the school	I	D	A	E	
2c: Establishing and maintaining clear procedures for referrals	I	D	A	E	
2d: Establishing standards of conduct in the testing center	I	D	A	E	
2e: Organizing physical space for testing the students and storage of materials	I	D	A	E	
Overall Rating for ENVIRONMENT (Domain 2)	I	D	A	E	
3a: Responding to referrals consulting with teachers and administrator	I	D	A	E	
3b: Evaluating student needs and compliance with National Association of School psychologists NASP guidelines	I	D	A	E	
3c: Chairing evaluation team	I	D	A	E	
3d: Planning interventions to maximize student's likelihood of success	I	D	A	E	
3e: Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3f: Demonstrating flexibility and responsiveness	I	D	A	E	
Overall Rating for INSTRUCTION (Domain 3)	I	D	A	E	

4A: Reflecting on Practice	I	D	A	E	
4B: Communicating with families	I	D	A	E	
4C: Maintaining accurate records	I	D	A	E	
4D: Participating in a Professional Community	I	D	A	E	
4E: Engaging in Professional Development	I	D	A	E	
4F: Showing Professionalism	I	D	A	E	

Overall Rating for PROFESSIONALISM (Domain 4): Utilize evidences from pre and post conferences	I	D	A	E	
OVERALL SUMMATIVE RATING	**I**	**D**	**A**	**E**	

Ratings Key: "I" – Ineffective; "D" – Developing; "A" Accomplished; & "E" Exemplary

Certified Employee's/Evaluatee's Signature*	Date	Observer's/Evaluator's Signature	Date

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

Paducah Public Schools
Professional Growth Plan

Psychometrist's Name_____ Date: ___/___/___

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Expected Impact	Completion Date *

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
IM = Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed	Reviewed on
Psychometrist's Signature Date___/___/___	Psychometrist's Signature Date___/___/___
Evaluator's Signature Date___/___/___	Evaluator's Signature Date___/___/___

Paducah Public Schools
Corrective Action Plan

Psychometrist's Name_____ Date: ___/___/___

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date *

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
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Plan Developed	Reviewed on
Psychometrist's Signature Date___/___/___	Psychometrist's Signature Date___/___/___
Evaluator's Signature Date___/___/___	Evaluator's Signature Date___/___/___

Professional Standards for District Certified Personnel

(All performance indicators may not apply to all administrative positions.)

Standard 1: 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.

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

Standard 2: Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

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

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
H. Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: 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.

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

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

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

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
B. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
E. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
F. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
G. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
H. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
I. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work/life balance.

Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

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

Standard 8: 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.

A. Are approachable, accessible, and welcoming to families and members of the community.
B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
E. Create means for the school community to partner with families to support student learning in and out of school.
F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
G. Develop and provide the school as a resource for families and the community.
H. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
I. Advocate publicly for the needs and priorities of students, families, and the community.
J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

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

Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

A. Seek to make school more effective for each student, teachers and staff, families, and the community.
B. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
E. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
J. Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

District Certified Personnel

ANNUAL EVALUATION

Dates: Formative___/___/___Summative ___/___/___

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

	Professional Standards for Educational Leaders	Exemplary	Accomplished	Developing	Ineffective
PLANNING	**Standard 1: Vision, Mission, 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.*				
	Standard 2: Curriculum, Instruction, and Assessment *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*				
	Standard 9: Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*				
PERFORMANCE RATING FOR PLANNING					
ENVIRONMENT	**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.*				
	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.*				
	Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.				
PERFORMANCE RATING FOR ENVIRONMENT					

INSTRUCTION	**Standard 3: Equity and Cultural Responsiveness** *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*				
	Standard 10: School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*				
PERFORMANCE RATING FOR INSTRUCTION					
PROFESSIONALISM	**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*.				
	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.*				
PERFORMANCE RATING FOR PROFESSIONALISM					
OVERALL SUMMATIVE RATING					

Comments
District Certified Personnel Evaluation **_____ Agree with this formative/summative evaluation (Circle one)** **_____ Disagree with this formative/summative evaluation (Circle one)** **_____ Other statements attached** **Coordinator's Signature: _____ Date: ___/___/___**
Evaluator's Signature:_____ Date: ___/___/___

Employment Recommendation:

____ Meets administrator standards for re-employment **Coordinator's Initials/Date ___/___/___**

____ Does not meet administrator standards for re-employment **Evaluator's Initials/Date ___/___/___**

Paducah Independent Schools
Professional Growth Plan

Coordinator's Name_____ **Date: ___/___/___**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Expected Impact	Completion Date *

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
PA = Preparation/Application (Developing skills to begin implementation)
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RI = Refinement/Innovation (Modifying for more effective application)

Plan Developed	Reviewed on
Coordinator's Signature Date___/___/___	Coordinator's Signature Date___/___/___
Evaluator's Signature Date___/___/___	Evaluator's Signature Date___/___/___

Paducah Independent Schools
Corrective Action Plan

Coordinator's Name_____ **Date: ___/___/___**

PD Stage	Goal (From CSIP or CDIP)	Objective	Procedures/Activities	Support Needed	Appraisal Method	Completion Date *

Professional Development Stages:

OA = Orientation/Awareness (Developing initial knowledge and understanding)
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Plan Developed		Reviewed on	
Coordinator's Signature	Date___/___/___	Coordinator's Signature	Date___/___/___
Evaluator's Signature	Date___/___/___	Evaluator's Signature	Date___/___/___