

One Community; One Vision: **Life Ready**
Where Every Student Matters

Certified Employee Evaluation Forms and Procedures

Clark County Public Schools
1600 West Lexington Avenue
Winchester, KY 40391

Paul Christy
Superintendent

TABLE OF CONTENTS

Planning Committee	3
Assurances	4
Policy 03.18	5
Evaluation Process	7
Steps in Evaluation Process	8
Who Evaluates Whom	9
Roles and Definitions	10
Certified Teachers and Other Professionals	14
Kentucky Framework for Teaching	14
Professional Practice	16
Self-Reflection and Professional Growth Planning	16
Observation	17
Observation Schedule	18
Peer Observation	20
Observation Conferencing	20
Observer Certification	21
Observer Calibration	22
Student Voice	23
Products of Practice/Other Sources of Evidence	24
Student Growth	24
Determining Growth for a Single Growth Goal	28
Determining Growth for Multiple Student Growth Goals	29
Rating Professional Practice	30
Determining the Overall Performance Category	30
Rating Overall Student Growth	31
Determining the Overall Performance Category	32
Professional Growth Plan and Summative Cycle	35
Principal and Assistant Principal	36
Principal Professional Growth and Effectiveness System Components	39
Principal Performance Standards	40
Professional Growth Planning and Self-Reflection	41
Site Visits	42
VAL-ED 360°	42
Working Conditions Goal	43
Products of Practice/Other Sources of Evidence	45
Student Growth	45
Determining the Overall Performance Category	48
Evaluation Forms for District Certified Personnel	53
Appeals	55
Appeals Hearing Process	57
Individual Corrective Action Plan Instructions and Form	60
Appendix	65

CERTIFIED PERSONNEL EVALUATION PLAN

Clark County School System
1600 West Lexington Avenue
Winchester, KY 40391

Paul Christy
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Brenda Considine
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Evaluation Plan Development Committee Members:

Robbie Arnold	Teacher
Anitria Coston	Teacher
Emily Daniels	Teacher
Maggie Doyle	Teacher
Amy Madsen	Teacher
Susan Hillman	Principal
Dustin Howard	Principal
Jennifer Kincaid	Principal
Bridgette Mann	Administrator
Mark Rose	Principal

ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Clark 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.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

CERTIFIED PERSONNEL EVALUATION PROCESS—POLICY 03.18

DEVELOPMENT OF SYSTEM

An evaluation committee shall develop and the superintendent shall recommend for approval by the Board and the Kentucky Department of Education an evaluation system for all certified employees below the level of District Superintendent. The evaluation system shall be in compliance with and shall be implemented with applicable statute and regulation.¹

PURPOSES

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

The District may submit an alternative effectiveness evaluation system to the Kentucky Board of Education for approval.

REPORTING

The District shall report to KDE the percentage of principals, assistant principals and teacher in each overall performance category and the percentage of tenured teachers on each professional growth level.

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.

CONFIDENTIALITY

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

REVIEW

All employees shall be given a copy of their evaluations. 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.

A copy of all current employees' summative evaluations shall be maintained by the employee's immediate supervisor and shall be a part of the official personnel record.² Copies of formative evaluations shall be kept on file by the evaluator for a period of five (5) years.

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 two (2) years and run from January 1 to December 31. Members may be reappointed or reelected for one (1) additional term.

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 no later than five (5) working days prior to the date of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form developed 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, husband, wife, 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 a hearing. The evaluation committee shall develop necessary procedures for conducting the hearing.

PANEL FINDINGS

The panel shall deliver its decision to the 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 of the hearing. No extension of that deadline shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's findings and shall take such action as permitted by law as appropriate or necessary. The employee shall have the right to have the panel findings attached to his/her evaluation instrument.

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 3:370](#), [703 KAR 5:225](#)
[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

EVALUATION PROCESS

The evaluation criteria and process will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee. Each evaluator will be trained and certified in the use of appropriate evaluation techniques (Teachscape) and the use of the local instruments and procedures. Additional trained administrative personnel may be used to observe and provide information to the evaluator. Observations by a peer observer shall be provided. The selection of the third-party observer shall be determined through mutual agreement between the evaluator and evaluatee. All monitoring or observations of performance of a certified employee shall be conducted openly and with full knowledge of the teacher or administrator. All evaluations shall be written on the forms adopted for this evaluation plan and included in CIITS. All professional practices shall include documentation of information to be used in determining the performance of the employee evaluated.

Frequency of evaluation, conferences, and observation shall be as follows:

- (1) Evaluation with a minimum of four observations (one peer), four conferences, and one summative evaluation shall occur annually for each non-tenured certified employee. Additional conferences after observations are recommended.
- (2) Evaluation shall occur, at a minimum, once every three year cycle for each tenured teacher and shall include a minimum of four observations (one peer) and one summative evaluation.
- (3) Evaluation, with a minimum of one conference, shall occur annually for school counselors and administrators, including the Superintendent.
- (4) Two or more observations shall be conducted with certified employees whose initial observation results are unsatisfactory.
- (5) Tenured and non-tenured teachers to be evaluated should be scheduled on an annual basis.

Observations may occur throughout the school year.

Summative evaluation due date:

May 10: All non-tenured and tenured teachers (year 5+), counselors and school media specialists

June 15: All administrative staff

STEPS IN EVALUATION PROCESS

I. REVIEW PERFORMANCE CRITERIA

The performance criteria (Danielson's Framework for Teaching) are descriptors of duties and responsibilities. They should be used as follows:

Review them to determine if an area or indicator pinpoints where improvement should be made. If so, on the Individual Professional Growth Plan check the appropriate performance criteria and then write the descriptive indicator in the same space provided.

II. DEVELOP PROFESSIONAL GROWTH PLAN

After agreeing on the performance criteria, determine the growth objectives, present stage of development, procedure for achieving objectives, and appraisal method. The plan shall be aligned with specific goals and objectives of the district/school's improvement plan, as well as individual growth need and reviewed annually. The professional growth plan is necessary to bring the evaluatee up to the level of proficiency desired. It will be developed and agreed upon by the evaluatee and evaluator. Provisions for professional growth of the Superintendent found in KRS 156.111 will be followed.

III. OBSERVATION/CONFERENCE – FORMATIVE EVALUATION

The evaluatee must complete a pre-observation worksheet to be submitted to the evaluator before the initial observation. After the observation, a conference shall be held within five days to provide feedback with suggestions regarding the certified employee's professional growth and performance.

IV. ASSESSMENT – SUMMATIVE EVALUATION

At the end of the evaluation cycle, a conference will be held between the evaluator and the evaluatee to determine if the performance criteria and the professional growth plan have been met. This report shall be in writing and become a part of the official personnel record. Due dates for Certified Evaluations:

May 10: All non-tenured and tenured teachers (year 5+), counselors, school media specialists, and all other certified professional staff

June 15: All administrative staff

V. INDIVIDUAL CORRECTIVE ACTION PLAN

Certified employees who violate the Board or State Policies and Procedures requirements, Professional Code of Ethics, Administration Code for Kentucky's Educational Assessment Program, receive an Ineffective on the Professional Practice and a Low Student Growth Rating on the summative evaluation will work with their evaluator on developing an up to 12-month improvement plan.

VI. EVALUATION APPEALS

Any certified employee shall have the opportunity for a written response to the summative evaluation, which shall become a part of the official record. Every certified employee shall have the right to a hearing regarding every appeal.

WHO EVALUATES WHOM

Evaluatee	Prime Evaluator	Contributor
Classroom Teacher Counselor Media Specialist	Administrator Administrator Administrator	A, C, E, G A A, E
Itinerant Personnel: Speech Therapist Special Education Music (Chorus, Orchestra) Homebound Nurses	 Administrator (*) Administrator (*) Administrator (*) Administrative Director Administrator	 G G E D D
Principal Assistant Principal Chief Academic Officer Administrative Director Psychologist, Psychometrist Superintendent	Superintendent Administrator Superintendent Superintendent Director of Special Education Board of Education	D, E, F, G B, D, F, G B, E, F, G B, D, E, F

SYMBOLS:

- A = Assistant Principal
- B = Administrator/Principal
- C = Other Teacher
- D = Administrative Director
- E = Chief Academic Officer
- F = Director of Pupil Personnel
- G = Director of Special Education – Mental Health Services

(*) Superintendent will designate the Principal who will serve as Prime Evaluator in order to equalize the load the evaluator will have and to make the most appropriate match of evaluatee and evaluator.

Summative Evaluation Due Dates:

May 10: All non-tenured and tenured teachers (years 5+), counselors, school media specialists, and all other certified professional staff

June 15: All administrative staff

District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System

The vision for the Professional Growth and Effectiveness System (PGES) 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.

Roles and Definitions

1. **Administrator:** an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to KAR 3:050
2. **Appeals:** a process whereby any certified personnel employee who feels that the local district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
3. **Artifact:** a product of a certified school personnel's work that demonstrates knowledge and skills.
4. **Assistant Principal:** certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
5. **Certified Administrator:** certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
6. **Certified School Personnel:** a certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
7. **Conference:** a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of observation(s), 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.
8. **Corrective Action Plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.
9. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
10. **Educator Development Suite:** a component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of a certified employee.
11. **Evaluatee:** certified school personnel who is being evaluated
12. **Evaluator:** the primary evaluator who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training, as described in KRS 156.557(5)(c) 2.
13. **Evaluation Plan:** evaluation forms and procedures. The procedures shall provide for both formative and summative evaluations. Both the plan and the procedures must be approved by the Kentucky Department of Education.
14. **Formative Evaluation:** a continuous cycle of collecting evaluation information, interacting, and providing feedback with suggestions regarding the certified employee's growth and performance, as defined by KRS 156.557(1)(a).

15. **Improvement Plan:** a plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
16. **Local Contribution:** a rating based on the degree to which a teacher, or other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
17. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
18. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
19. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluates have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
20. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
21. **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals.
22. **Overall Student Growth Rating:** the rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
23. **Peer Observation:** observation and documentation by trained certified school personnel below the level of principal and assistant principal.
24. **Peer Observer:** observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
25. **Peer Observer Modules:** three modules designed to provide training for peer observers before completion of peer observations.
26. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
27. **Performance Rating:** the summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
28. **Post-Conference:** a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other evidence to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. **To be held within FIVE school days.**
29. **Pre-Conference:** a meeting between the evaluator and the certified personnel to discuss and plan the formative (mini) and full observation(s). This meeting can be done face to face or electronically and is not limited to this format.

30. **Principal:** a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
31. **Professional Growth and Effectiveness System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1) (c), (2), and (3) and that uses clear and timely feedback to guide professional development.
32. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
33. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
34. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
35. **Professional Practice Rating:** the rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
36. **Self-Reflection:** the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
37. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Smart, Measurable, Attainable, Realistic, Time-bound).
38. **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
39. **State Contribution:** the student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners' goal for principals and assistant principals.
40. **Student Growth:** is defined by KRS 156.557 (1) (c).
41. **Student Growth Goal:** a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
42. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
43. **Student Voice Survey:** the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific

aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.

44. **Summative Conference:** a meeting between the evaluator and the certified employee for the purpose of summarizing conclusions from all data during the formative data collections. This conference is documented as a written report.
45. **Summative Evaluation:** is defined by KRS 156.557 (1) (d).
46. **Teacher:** certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
47. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

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

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

Required Sources of Evidence

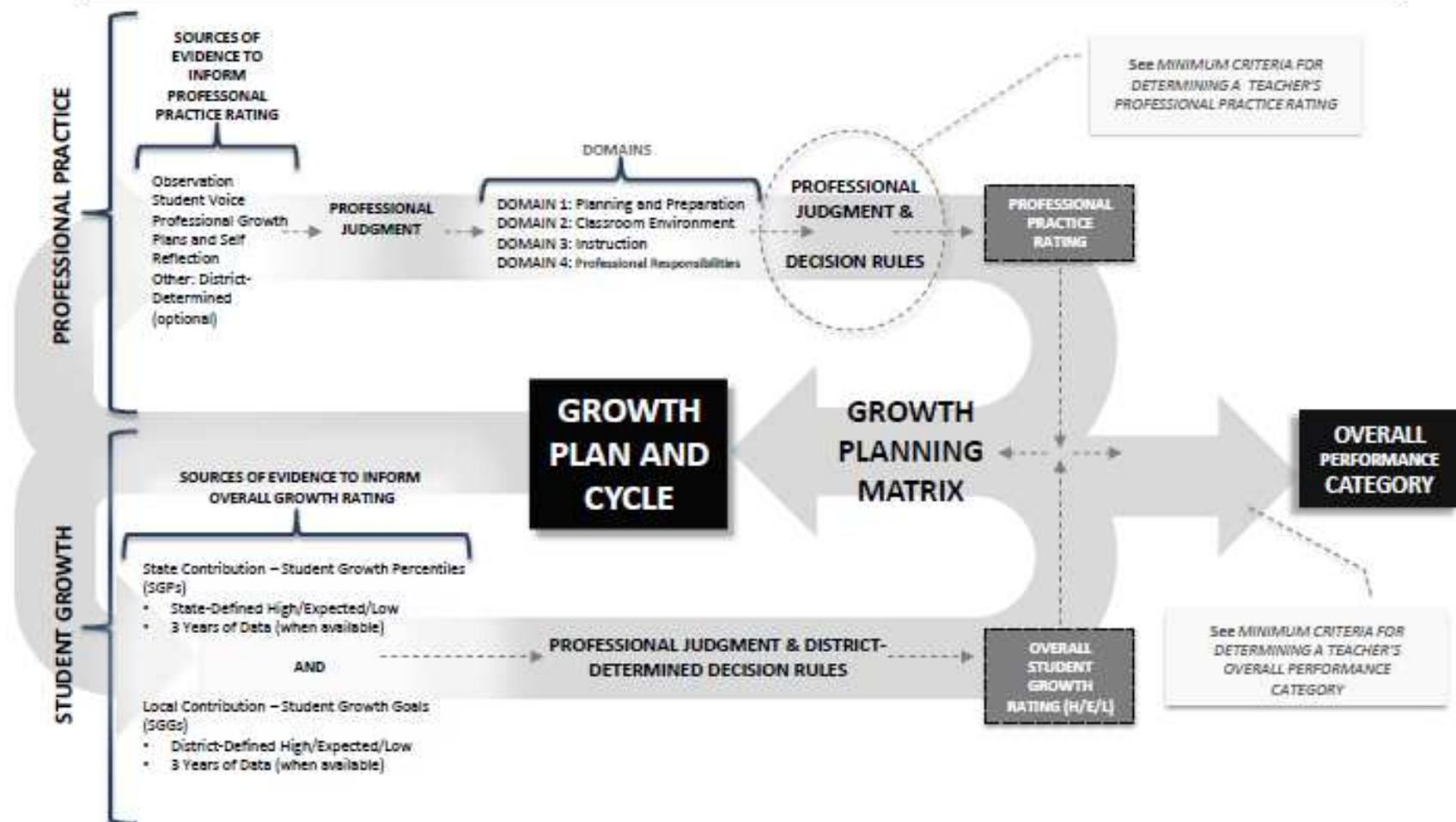
- ◆ Professional Growth Planning and Self-Reflection
- ◆ Observation
- ◆ Student Voice
- ◆ Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

Local District Decision

- Danielson Framework Walkthrough Document

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS



SOURCES OF EVIDENCE/Framework for Teaching Alignment

FRAMEWORK for TEACHING (FTT)		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-Maintaining Classroom Procedures 2d-Managing Student Behavior 2e-Organizing Physical Space 3a-Communicating with Students 3b-Questioning and 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 and 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)
	Student Voice				Kentucky Student Voice Survey		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection						
	Peer Observation				Observation		

Professional Practice

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 Teachers and Other Professionals participate in self-reflection and professional growth planning each year.

Local District Decision

- The initial self-reflection and professional growth plan shall be submitted and approved by the principal by October 1st or within 30 instructional days if a teacher is hired after September 1st.
- All Teachers and Other Professionals will document self-reflection and professional growth planning for evaluator review in state-developed technology platform.
- The progress of professional growth planning will be reviewed between the teacher and evaluator during a mid-year conference.
- An end-of-the-year review on the Professional Growth Plan shall be held between the teacher and evaluator prior to or during the summative conference or prior to the end of the school year for a teacher not in the summative cycle.

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. 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

- ♦ Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- ♦ The required peer observation must occur in the final year of the summative cycle.

- ◆ Final observation is conducted by the supervisor and is a full observation.
- ◆ Address any differences for Other Professionals.

Local District Decision

- All formative observations shall be documented through the district approved forms or the state approved platform (CIITS). District documents must be maintained by building level administrators.
- Summative evaluation shall be documented in state-developed technology platform to become part of the personnel file at Central Office.
- Teachers or Other Professionals evaluatees during their summative evaluation cycle who do not report for work sixty (60) or more consecutive work days shall be required to complete a peer observation and a formal/full observation.

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

Classroom Teachers: Non-tenured KTIP	<p>Three formal observations and post-observation conferences per school year, following KTIP requirements:</p> <ul style="list-style-type: none"> • First by: 1-60 days (November 15) • Second by: 61-110 days (February 15) • Third by: 111-140 days (April 10) <p>A Summative Evaluation is required to be completed and sent to Central Office by May 1. (All observations should be concluded by April 30.)</p>
Classroom Teachers: Non-tenured/One Year Cycle	<p>Minimum of four (4) observations and face-to-face conferences per school year. The third observation will be conducted by the peer observer.</p> <ul style="list-style-type: none"> • First two (2) observations (by evaluator) before Christmas Break. One observation must be a mini/partial. • Third observation (by peer observer) no later than February 15 followed by full final observation (by evaluator) no later than May 1. <p>A Summative Evaluation is required to be completed and sent to Central Office by May 10.</p>
Classroom Teachers: Tenured/Three Year Cycle	<p>Minimum of one (1) observation per school year. Year 1 and 2 will be mini/partial observations (by evaluator) completed by May 1. Year 3 will be a mini/partial observation (peer observer) completed</p>

	<p>no later than February 15, followed by a full observation conducted by the evaluator no later than May 1.</p> <p>A Summative Evaluation is required to be completed and sent to Central Office by May 10.</p>
Other Professionals: Non-teaching Certified Staff-- Non-tenured/One Year	<p>Minimum of four (4) site visits and face-to-face conferences per school year. The third site visit will be conducted by the peer observer.</p> <ul style="list-style-type: none"> • First two (2) site visits (by evaluator) before Christmas Break. • Third site visit (by peer observer) no later than February 15 followed by final site visit (by evaluator) no later than May 1. <p>A Summative Evaluation is required to be completed and sent to Central Office by May 10.</p>
Other Professionals: Non-teaching Certified Staff—Tenured/Three Year Cycle	<p>Minimum of one (1) site visit per school year. Year 1 and 2 will be completed by evaluator by May 1. Year 3 will be a peer observer site visit completed no later than February 15, followed by a final site visit conducted by the evaluator no later than May 1.</p> <p>A Summative Evaluation is required to be completed and sent to Central Office by May 10.</p>
First Semester Hires: Teachers hired before November 1 st	<p>Will be required to complete a full non-tenured observation schedule by May 1.</p> <p>A Summative Evaluation is required to be completed and sent to Central Office by May 10.</p>
Second Semester Hires: Teachers hired after November 1 st	<p>Will be required to complete a peer observation and a formal/full by May 1.</p> <p>A Summative Evaluation is required to be completed and sent to Central Office by May 10.</p>
Classroom teachers, Other Professionals, Non-teaching Certified Administrators	<p>At any time, memos regarding outstanding performance may be written. At any time, conferences may be conducted and individual Corrective Action Plans/or memos written to note areas of concern. These memos become part of the evaluation folder.</p>
Continuous Observations/Conferences/Corrective Plans	<p>At any time; prior notice is not required.</p> <p>At any time, teacher can be moved from 3 year cycle to 1 year cycle.</p>
Evaluator recommendations for non-renewal of contract for non-tenured teachers and discusses in a conference with employee. A written notification from the Superintendent will be sent to the employee by May 15 .	<p>The principal will send in writing with supporting documentation to the Superintendent no later than May 1. The staff member will be notified no later than May 15 of non-renewal for non-tenured staff.</p>

Peer Observation

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel.

Required

- ◆ All Teachers and Other Professionals will receive a peer observation in their summative year.
- ◆ All Peer Observers participating during the summative year observations will complete the department approved training once every three years.
- ◆ All peer observation documentation will be accessed only by the evaluatee.

Local District Decision

- All peer observers may use the Danielson's Framework of Teaching District Walkthrough Document for Domains 2 and 3 or document the observation in state-developed technology platform.
- All certified staff will receive the state approved training by October 1st. A peer observer will complete this training once every three years.
- All trained Peer observers will be assigned by the building principal or his/her designee.
- In the event that the teacher would prefer an alternate peer observer, the teacher may select a peer observer from a list provided by the principal.

Observation Conferencing

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

Required

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

Local District Decision

Pre-Conference

- Pre-observation communication shall occur within 2 instructional days prior between teachers and observers for all observations. This required communication, using the Pre-Observation Document located in the appendix, may occur through written electronic correspondence or submitted in person.
- Either the evaluator or evaluatee may request a face-to-face conference.

- Other professionals may correspond by email or face-to-face conference to communicate/share their framework expectations.

Post Conference

- All Post-observation communication shall be done face-to-face for all observations and shall occur **within five instructional days** following each observation.

Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are three sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

Required

- ♦ The established cycle for observation certification is as follows:

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Recertification

- ♦ Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
 - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers and other professionals have access to observations by making the following local decisions:

Local District Decision

- Upon employment, administrator must provide prior Initial Certified Evaluation Training Certificate. If administrator has not completed the Initial Certified Evaluation Training, administrator shall be registered and complete training prior to observation process.
- All district level administrators and building level administrators must present a proficiency certification as defined by the state approved observation training **by September 1** of each school year in order to conduct observations. Administrator(s) not passing proficiency prior to September 1st must retake the proficiency assessment within 30 days or earliest availability and a district mentor will be assigned.
- If an administrator is not certified through the proficiency system and is, therefore, unable to conduct observations during the observation window, the Superintendent or designee will appoint either a district level administrator or administrator from another building (certified through the proficiency system) to conduct the observation with the principal through a modeling process while the administrator continues to work toward passing proficiency.
- Administrators who are hired after the start of school shall be registered for the next available Initial Certified Evaluation Training and shall have 30 days from date of hire to complete the state approved observation training.

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district completes a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process is completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

Required

- ◆ Observer calibration during years two and three of the Observer Certification process based on the department approved platform.
- ◆ Re-certification after year three.

Local District Decision

- Each year during the month of July, calibration training will occur for district level administrators and building level administrators (currently certified in proficiency) to participate in a calibration process through state-approved calibration vendors.
- Documentation of the calibration process will be kept on file at Central Office and will be available upon request.

- Administrators that receive a yellow or red rating during calibration must repeat calibration process until they receive a green rating prior to conducting observations. The district PGES Coordinator along with an assigned mentor will provide additional support.

Student Voice

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

Required

- ◆ All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- ◆ Student selection for participation must be consistent across the district.
- ◆ Results will be used as a source of evidence for Professional Practice.
- ◆ Formative years' data will be used to inform Professional Practice in the summative year.
- ◆ All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.
- ◆ The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- ◆ The survey will be administered in the school.
- ◆ Survey data will be considered only when ten or more students are respondents.

Local District Decision

- The Chief Academic Officer in conjunction with the District Infinite Campus Coordinator will serve as the Point of Contact for the District. The Point of Contact (POC) will oversee and administer the Student Voice Survey.
- All classroom teachers will participate annually during a Student Voice window.
- Other professionals will follow the OPGES Student Voice Guidelines and Student Voice Decision Rules provided by the KDE website.
- Rosters of 10 and less students will be combined when possible to receive survey data. In the event that rosters are unable to combine to form 10 or more students, students will complete survey for survey data to be shared with teacher.
- Students with PSP, IEPs, and 504 plans will receive necessary support to ensure equal access.

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)
- ◆ student voice survey(s)
- ◆ self-reflection and professional growth plans

Local District Decision

- District Walkthrough Document
- Program Review evidence
- Lesson plans
- Communication logs
- Team-developed curriculum units
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Timely, targeted feedback from mini or informal observations
- 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

Student Growth

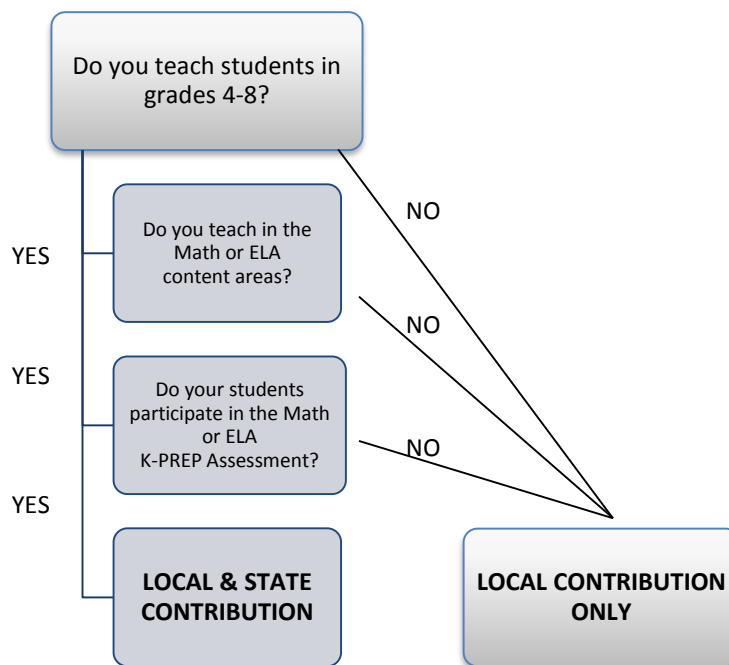
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP).

The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

The following graphic provides a roadmap for determining which teachers receive which contributions:



State Contribution – Median Student Growth Percentiles (MSGP) – (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

Local Contribution– Student Growth Goals (SGG) –All teachers and Other Professionals

The local contribution for the student growth measure is a rating based on the degree to which a teacher or other professional meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All teachers and other professionals will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher or other professional in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement). SGGs should address:

Rigor-congruency to the Kentucky Core Academic Standards

Comparability- Data collected for the Student Growth Goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

Required

- ◆ Identify all criteria for Student Growth Goals.
- ◆ All teachers and other professionals will write a Student Growth Goal based on the criteria.
- ◆ Protocol for ensuring rigor
- ◆ Protocol for ensuring comparability

Local District Decision:

- **Certified Teachers and Preschool will use the Rigor Rubric/Peer-Review Process**
 - The district-adopted rubric for assessing the rigor of all Student Growth Goals is located in the appendix.
 - Peer Review through grade level/department teams, PLCs, or other collaborative groups assessing the rigor of all Student Growth Goals utilizing the Rigor Rubric to provide feedback for Student Growth Goals.
- **Other Professionals will follow the OPGES decisions rules for Student Growth located in the appendix. The Other Professional Student Growth Goal Draft document is also located in the appendix to be used to develop a student growth goal when needed.**
- **Alternative Settings will follow the Guidance for PGES in Alternative Settings document found at this link:**
<http://education.ky.gov/school/eap/Documents/PGES%20for%20Alternative%20Settings.pdf>

Number of Growth Goals	All teachers will develop at least one Student Growth Goal
Process	<p>Step 1: Determine Needs</p> <ul style="list-style-type: none"> • Context of identified class, student population • Interval of instruction • Identify content area enduring skills • Identify sources of evidence to establish baseline data and measure of student growth <p>Step 2: Create a Specific Learning Goal</p> <ul style="list-style-type: none"> • Specify expected growth and proficiency targets • Apply SMART Goal Criteria • Explain rationale for goal/how targets meet expected rigor <p>Step 3: Create and Implement Teaching and Learning Strategies</p> <ul style="list-style-type: none"> • Describe personal learning needed to support students attainment of growth goal • Implement instructional strategies to obtain goal <p>Step 4: Monitor Student Progress through On-going Formative Assessment</p> <ul style="list-style-type: none"> • Plan for progress monitoring during interval of instruction <p>Step 5: Determine whether students achieve goal</p> <ul style="list-style-type: none"> • Analysis of results (summative/post assessments) • Reflection/Next Steps
Instruments	<p>In order to determine if the teacher-created Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria from the Appendix.</p> <p>Teachers can use other planning tools as the Enduring Skills Checklist and Think Plan Guidance format for developing Student Growth Goals to ensure rigor.</p>

Comparability

Include both assurances for establishing Comparability:

Administration Protocol	<p>Administrative protocol procedures will warrant rigor and comparability by ensuring that Student Growth Goals meet the following criteria using Rigor/Comparability Rubric in PLCS.</p> <ul style="list-style-type: none"> • Aligns with standards identified in the student growth goal • Meets the expected rigor of the standards • Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept • Measures accurately the growth of individual students
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	<ul style="list-style-type: none"> • Measures what it says it measures and provides consistent results • Allows high- and low-achieving students to adequately demonstrate their knowledge • Provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students • Provides sufficient data to inform future instruction
Scoring Process	<p>Step 1: Principal and teacher will meet to review relevant data sources and determines area of focus.</p> <p>Step 2: Teacher will use the SGG template located in the appendix to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency measures.</p> <p>Step 3: The teacher will meet with his/her PLC to review the student growth goal using the rigor rubric.</p> <p>Step 4: The PLC will determine if pre/post measures will yield true student growth measures.</p> <p>Step 5: Once the goal has been vetted by the peer group, the teacher will meet with the principal to approve goal and plan/review strategies to meet the goal.</p>

Determining Growth for a Single Student Growth Goal (SGG)

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth.

Required

- ◆ Describe the protocol or process for using multiple sources of data and evidence to determine student growth ratings as low, expected, and high for both growth and proficiency.
- ◆ Describe the protocol or process for using multiple sources of data and evidence to determine student growth ratings as low, expected, and high for other professionals and alternative settings.

Local District Decision

Process to Identify Local Proficiency and Growth Target Ratings

The proficiency target rating and the growth target rating will be combined for one **overall local student growth goal rating**. The charts below provide information on the criteria for the ratings and combined **overall local growth goal**.

PROFICIENCY TARGET RATING		
LOW	EXPECTED	HIGH
Does not meet proficiency target within 10%	Meets proficiency target within 10% (of the established target)	Exceeds proficiency target

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
≤ 74% of students meet growth target	75%-89% of students meet growth target	≥ 90% of students meet growth target

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Measures for Determining Student Growth:

Teachers will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the teacher and administrator. Measures that reach the rigor and comparability criterion can be used as a measure to determine student growth. The three categories of measures are described below.

- Pre- and post-assessments developed by grade level/PLCs
- Formative assessments developed collaboratively
- Holistic evaluation comparing two or more examples of student work

Determining Growth for Multiple Student Growth Goals

A district developed and approved holistic SGG growth assessment designed to evaluate two SGGs and determine a final rating of high, expected, or low growth.

Local District Decision

- The district will develop benchmark assessments in reading and math for grades kindergarten through 4th grade. This will include the pre- and post-assessments, formative assessments, and MAP.

- Kindergarten through 4th grade teachers will develop a student growth goal for both reading and math to be used as a measure to determine student growth.
- Reading Growth Goal will be 50% of the 100% of Local SGG and Math Growth Goal will be 50% of the 100% of Local SGG.
- To determine the SGG rating for reading, use the proficiency and growth target rating charts to determine the reading local student growth goal rating.
- To determine the SGG rating for math, use the proficiency and growth target rating charts to determine the reading local student growth goal rating.
- To determine the Combined SGG rating, use the chart on the following page:

Reading SGG Rating	<i>Exceeds</i>	EXPECTED	EXPECTED	HIGH
	<i>Met</i>	EXPECTED	EXPECTED	EXPECTED
	<i>Not Met</i>	LOW	EXPECTED	EXPECTED
		<i>Not Met</i>	<i>Met</i>	<i>Exceeds</i>
Math SGG Rating				

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is 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 (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

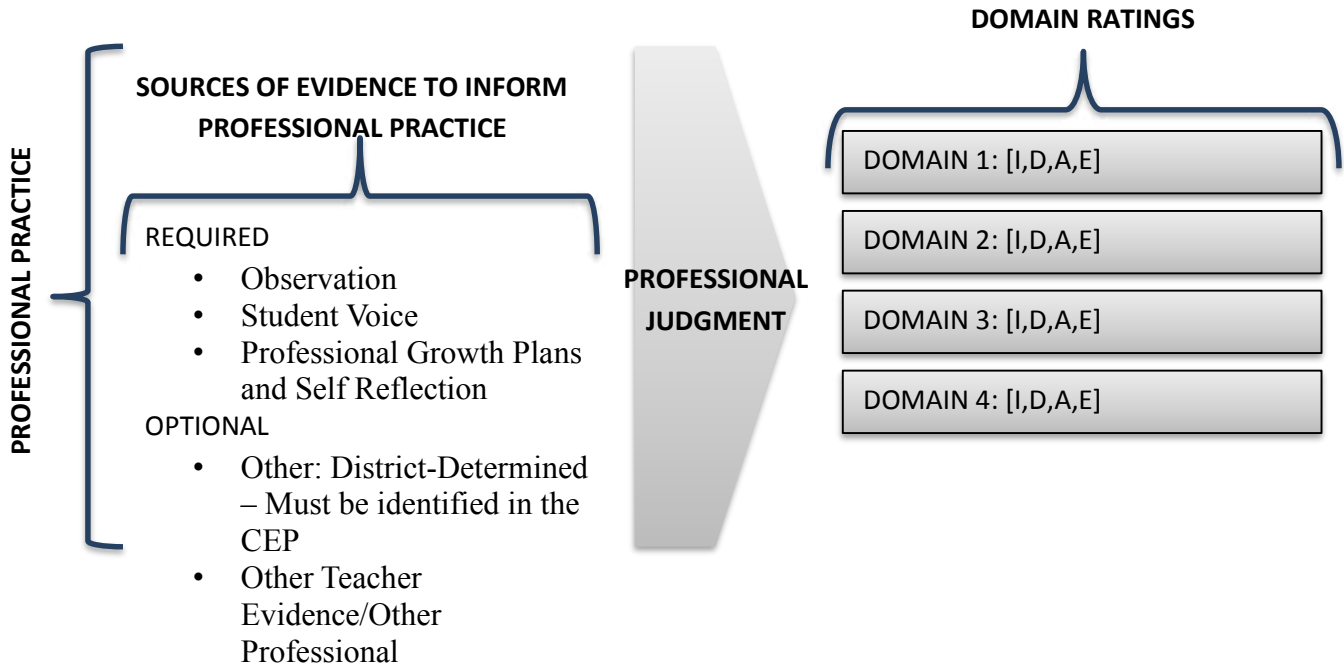
Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific 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.

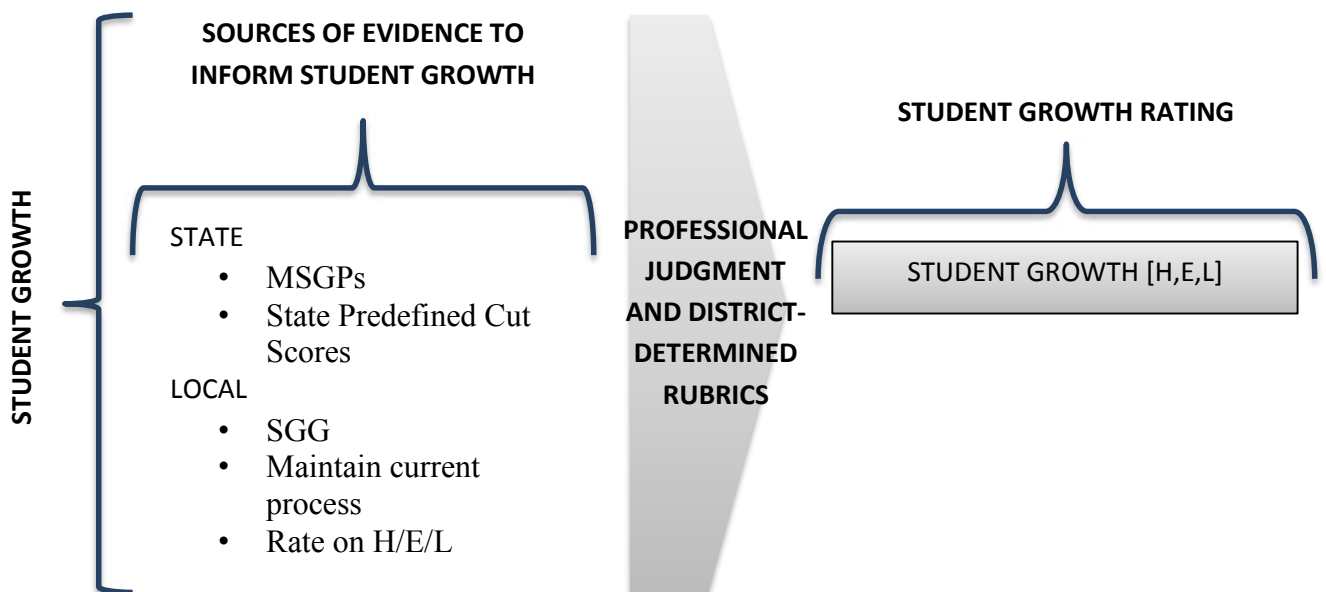
Required

- ◆ Provide a summative rating for each domain based on evidence.
- ◆ All ratings must be recorded in the department-approved technology platform.



Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over



time. The Student Growth Rating must include data from SGG and MSGP (where available), and will be considered in a three-year cycle (when available).

Required

- ◆ SGG and MSGP (when available) will be used to determine overall Student Growth Rating.
- ◆ Determine the process for using up to three years of student growth data (when available) to determine overall Student Growth Rating for teachers.

Local District Decision

Process to Identify State Growth Target Ratings for Reading and Math Grades 4-8

The overall Student Growth Rating will be determined by using the local student growth rating and the Student Growth Percentile Median 3 Year Combined Rating or previous school year SGPM rating. Local student growth data will be retained for multiple years to determine overall student growth rating for teachers.

COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	MSGP RATING (provided by the state and applies to teachers of Math/ELA grades 4-8)	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Determining the Overall Performance Category

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

- ◆ **Determine the individual domain ratings through the use of sources of evidence and professional judgment.**
- ◆ **Apply State Decisions Rules for determining an educator’s Professional Practice rating.**

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

- ◆ **Use Local Student Growth Goal instrument to determine overall Student Growth Rating.**

PROFICIENCY TARGET RATING		
LOW	EXPECTED	HIGH
Does not meet proficiency target within 10%	Meets proficiency target within 10% (of the established target)	Exceeds proficiency target

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
≤ 74% of students meet growth target	75%-89% of students meet growth target	≥ 90% of students meet growth target

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

- ♦ **Apply State Overall Decision Rules for determining educator’s Overall Performance Category.**

COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE SGP RATING (provided by the state and applies to teachers of Math/ELA grades 4-8)	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Required

- ♦ All summative ratings must be recorded in the department-approved technology platform.

**CRITERIA FOR DETERMINING A TEACHER’S OR OTHER PROFESSIONAL’S
OVERALL PERFORMANCE CATEGORY**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

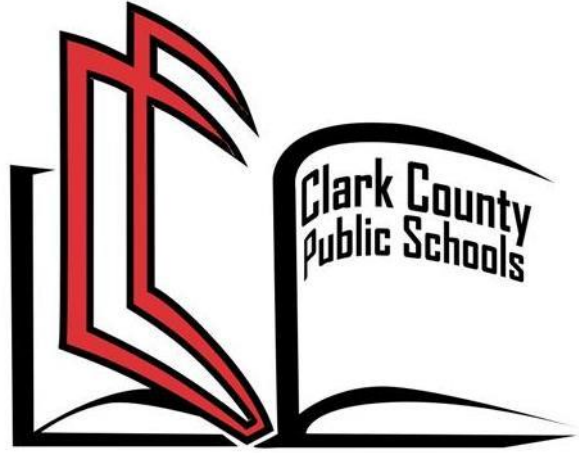
Required

- ◆ Implement the Overall Performance Category process for determining effectiveness.

Professional Growth Plan and Summative Cycle

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

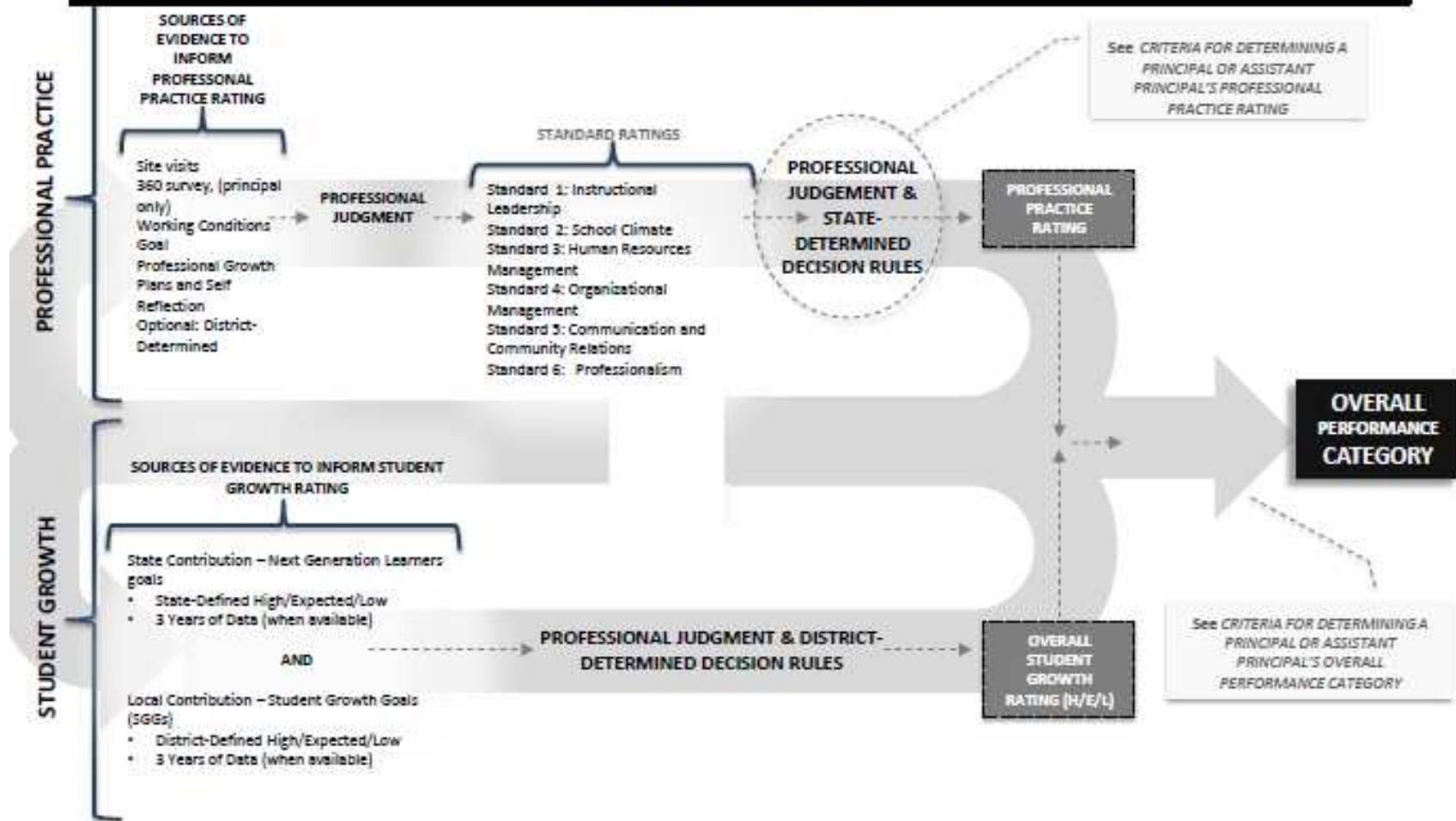
		PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS		
PROFESSIONAL PRACTICE	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal set by teacher with evaluator input • One goal must focus on low student growth outcome • Formative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Goal(s) set by educator with evaluator input • Formative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan 	ONE YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal determined by evaluator • Goals focused on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at midpoint • Summative at end of plan 	
		LOW	EXPECTED	HIGH
		STUDENT GROWTH RATING		



One Community; One Vision: **Life Ready**
Where Every Student Matters

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS



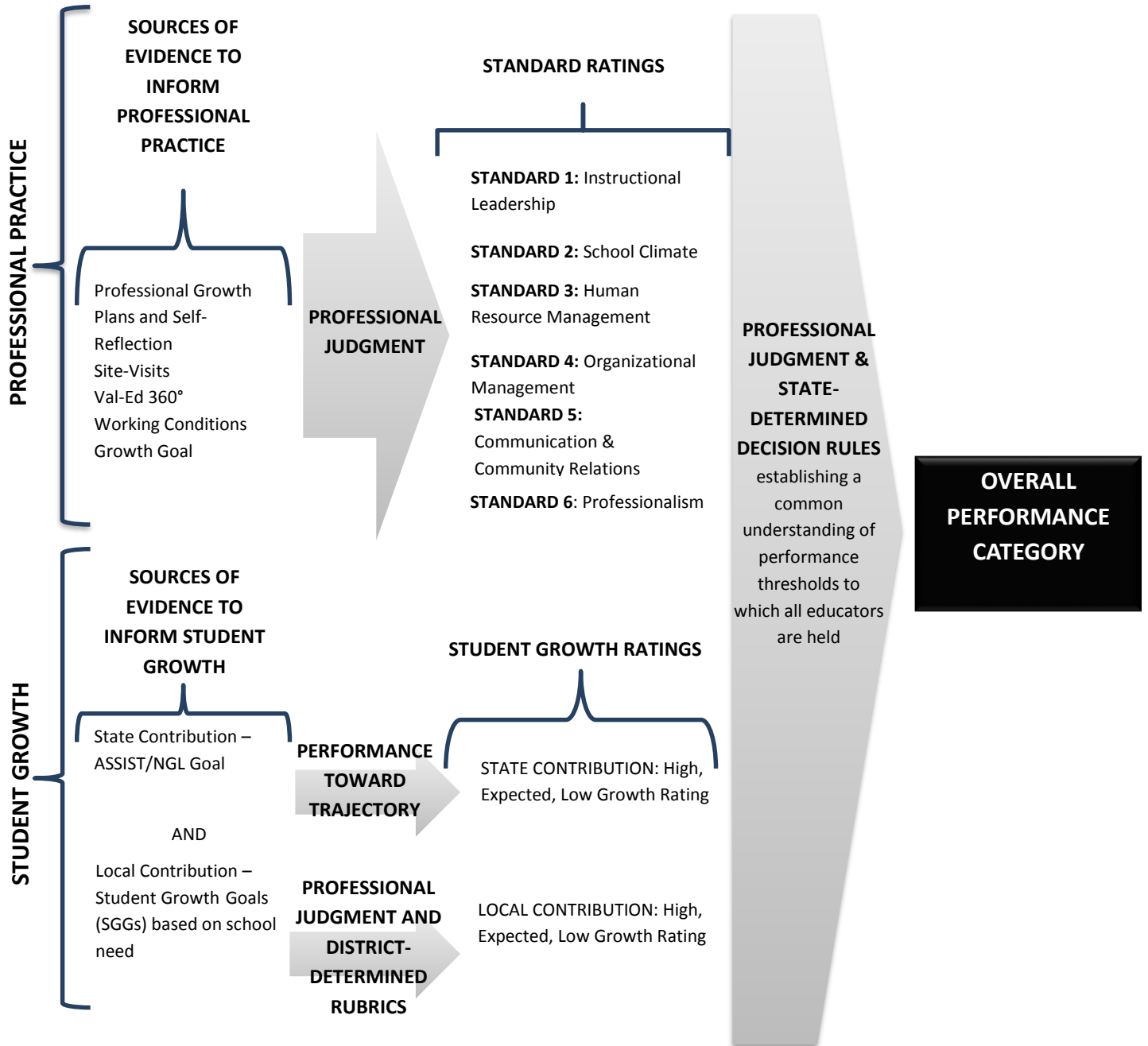
SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
Standards		<i>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>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
SOURCES OF EVIDENCE To Inform Professional Practice	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback					
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support
	Val-Ed360 Survey	Superintendent & Teacher Feedback					
	High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior	

Principal Professional Growth and Effectiveness System Components

Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.



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 Principal Performance Standards.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals 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**
- ◆ **Val-Ed 360°**
- ◆ **Working Conditions Goal**
- ◆ **State and Local Student Growth Goal data**

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

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

Professional Practice

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

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

By July 30	Superintendent reviews expectations of PPGES
By August 15	Principal/Assistant Principal will submit Self-Reflection to Superintendent
September 30	Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan with Superintendent for approval
October-December	Superintendent conducts a Site Visit
Mid-Year--by December 30	Conference with principal/assistant principal to review/reflect upon all goals, PGP, and modify any strategies as needed
March	Completion of TELL or VAL-ED survey
March-May	Superintendent conducts a Site Visit
By June 15	Summative Evaluation due

***Additional conferences may be held as deemed necessary to monitor PGP process.**

***All dates are tentative, based on the adjustment of the school calendar.**

- If a situation occurs that a building level principal is hired after the start of school but before December 30th, they would be required to complete SGG, WCG, PGG, and TELL or VAL-ED. If a principal is hired after December 30th, requirements would be to complete WCG, PGG, SGG, and TELL or VAL-ED.
- Principals/Assistant Principals shall use the Reflective Practice, Student Growth, TELL Kentucky Working Conditions or VAL-ED, and Professional Growth Planning Template found in the appendix.

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

- First site visit will take place prior to December 30th and a mid-year review will be conducted.
- Second site visit will take place prior to May 15th. Summative evaluation conference will be conducted prior to June 15th.
- Within 5 instructional days of the completion of the site visit, the superintendent will review all Principal Performance Standards and give feedback about each standard.
- Principals hired after December 30th will have two site visits prior to May 15th with a summative evaluation to follow by June 15th.
- Site Visits will be recorded using the Site Visit document or state-developed technology platform.

VAL-ED 360°

Completed for principals – *not completed for assistant principals*

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the VAL-ED 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

Required:

- ◆ Conducted at least once every two years in the school year that TELL Kentucky is not administered.

Local District Decision

VAL-ED Point of Contact	VAL-ED Point of Contact (Chief Academic Officer) is assigned by the superintendent. Each school will also select a VAL-ED Point of Contact to assist in the VAL-ED process.
VAL-ED Role Groups	District Administrator -oversees and monitors the implementation of the VAL-ED 360 process. School Val-Ed Coordinator -serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level. Superintendent -receives access code to be able to monitor the survey process and reports. Supervisors -district may elect up to three district staff to complete surveys for an individual principal. This staff will include the primary supervisor, who makes the final decision regarding employment and recommendation for growth. Principals -complete a survey specifically designed for principals and have access to information contained within final report. Certified Teachers -teachers assigned to a specific school that complete the online survey designed specifically for teacher input.
Frequency of Val-Ed	Once every other year alternating between TELL Kentucky survey.
Timeline	Two week period during the spring semester.
Use of Val-ED results	The Val-Ed survey results will be used by the building level principals to develop their individual student growth/professional growth plans.
Val-Ed Access	Val-Ed survey results will be treated as confidential, and only the principal and the immediate supervisor will receive the survey results.

*All late hires will be required to participate in the VAL-ED survey

Working Conditions Goal

Goal inherited by Assistant Principal

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

Required:

- ◆ Developed following the completion of the TELL Kentucky Survey.
- ◆ Minimum of one two-year goal.

Local District Decision

<p>Number of Working Conditions Goals</p>	<p>Principals are responsible for setting one (1) two-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED Surveys, school level documentation, etc. The goal will be recorded on the district Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template located in the appendix. The principal, in collaboration with the superintendent, will review the results from the TELL Kentucky Survey.</p> <ul style="list-style-type: none"> • Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results. • Once identified, the principal will connect these questions to one or more of the Principal Performance Standards (Crosswalk provided in appendix). • Next, the principal will develop a working conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years. • A rubric will be completed by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary. • The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal. • On-going reflection and modification of the strategies when needed.
<p>Working Conditions Goals Rubric</p>	<p>The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale.</p> <p>Example: Exemplary: Above Accomplished Goal</p> <p>Accomplished: + or – 10% of goal</p> <p>Developing: baseline set for the goal</p> <p>Ineffective: below the baseline</p>
<p>Mid-Point Review</p>	<p>During mid-year review, principals can choose from one of the following:</p>

	<ul style="list-style-type: none"> Engage staff in informal conversations that provide feedback on the progress of meeting the WCG. Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG. Use results from a variety of sources to link to TELL data questions that support growth according to the WCG.
Additional Surveys or Evidence	Principals can choose to complete on-line surveys from Survey Monkey, paper/pencil surveys, etc. to measure growth in their WCG. All evidence and documentation shall be retained by the principal in a portfolio.
Timeline	Every other year (odd years)

Products of Practice/Other Sources of Evidence

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

Local District Decision

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-Through Documentation
- Budgets
- EILA/Professional Learning Experience Documentation
- Surveys
- Professional Organization Memberships
- Parent/Community Engagement Surveys
- Parent/Community Engagement Events Documentation
- School Schedules

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one 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.

State Contribution

ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory - *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 located in ASSIST. 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 ASSIST 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.

Required:

- ◆ Selection based on ASSIST/NGL trajectory.
- ◆ Based on Gap population unless local goal is based on Gap population.
- ◆ For schools not receiving state level data, the principal will construct two local student growth goals based on the needs of the school.

Local District Decision

The State Contribution is derived from Growth Goals developed around one of the interim targets housed in ASSIST. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals and objectives; for all four levels—elementary, middle, and high schools—those goals/objectives are:

- Decreasing achievement gaps between disaggregated groups of students
- Increasing the average combined reading and math K-PREP scores

Middle and High Schools must also address:

- Increasing the percentage of College-and Career-Ready students
- Increasing the average percentage of freshman graduates

Principals will find these ASSIST goals and objectives in their School Report Card.

Principals will select one of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory.

The principal will then collaborate with the superintendent to determine the percentage of the overall trajectory that will be targeted for student growth during the CURRENT school year

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies

which the *Principal* will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

Local Contribution

Based on School Need - Goal inherited by Assistant Principal

The local goal for student growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

Required:

- ◆ Based on gap population unless State goal is based on Gap population.

Local District Decision

Each principal will be required to develop one Local Growth Goal. The Local Growth Goal Process will include:

- Determining needs (based on data)
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

Rubrics for Determining High, Expected, and Low Growth with State and Local SGG

For each Student Growth Goal, the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops decision rules and/or rubrics to measure high, expected, and low growth on each specific goal. Both growth goals will define Expected Growth at + or – 10% and establish acceptable range for student growth across the district. Superintendent shall use professional judgement in determining forward progress based on the rubric below.

GOAL RUBRIC (Can be used for State and/or Local Goal)		
Low	Expected	High
No forward progress or progress declines	Meets goal or forward progress toward goal	Exceeds goal

Determining the Overall Performance Category

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.

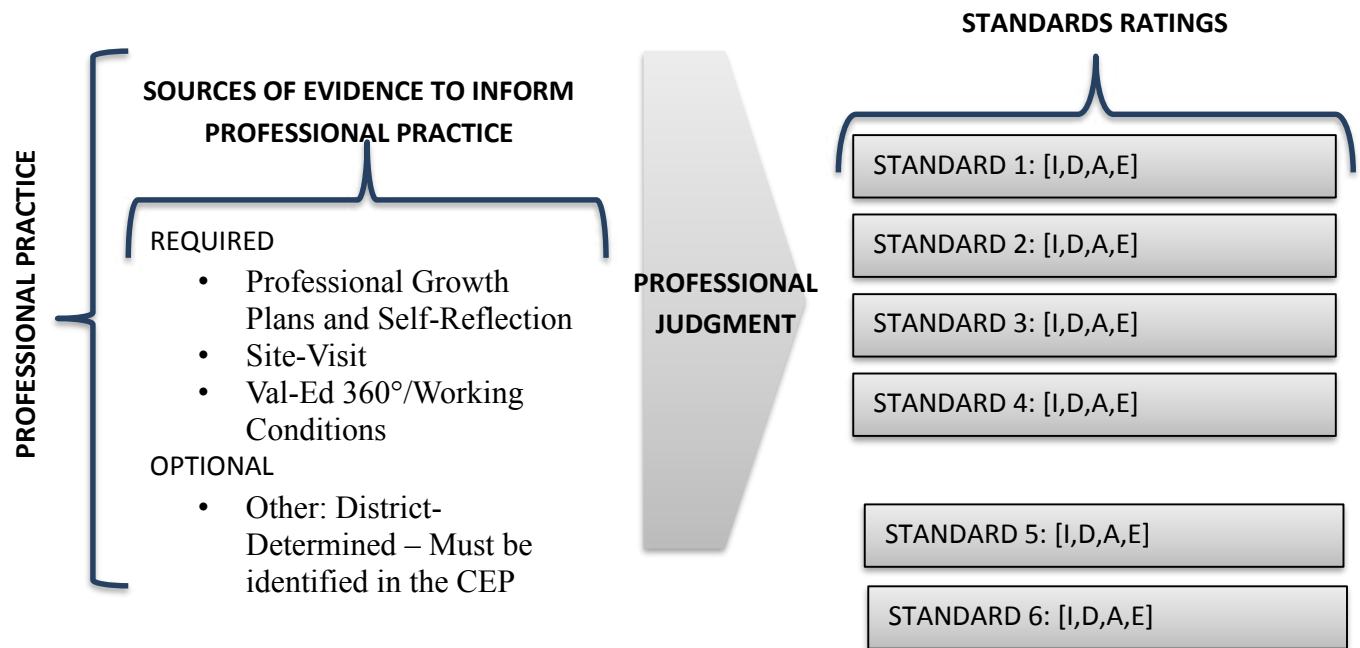
Rating Overall Professional Practice

Required:

- ◆ Use decision rules to determine an overall rating.
- ◆ Record ratings in the department-approved technology platform.

Local District Decision

- All Summative Evaluations will be completed using the Principal Standards Rating Form by June 15th. The Principal Standards Rating Form is located in the Appendix.



A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

Determining Professional Practice

- ♦ Apply the State Decision Rules for determining an Overall Professional Practice 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 four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

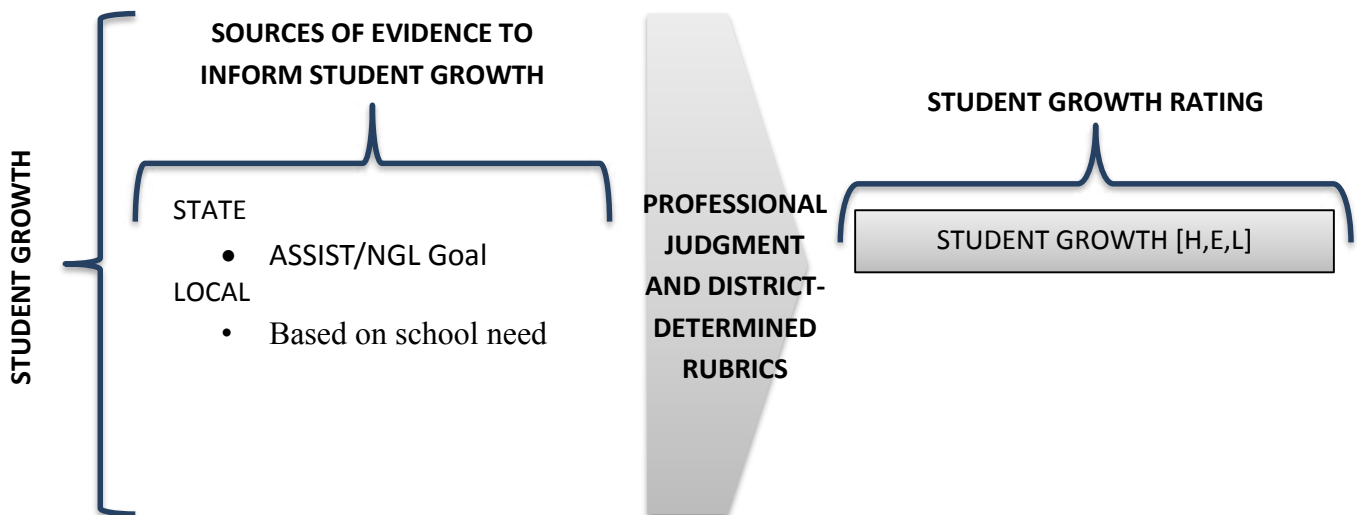
Required:

- ♦ Determine the rating using both state and local growth.
- ♦ Determine the rating using multiple years of data up to 3 years (when available).
- ♦ Record ratings in the department-approved technology platform.

Local District Decision

- When looking at multiple years of student growth data for Local Student Growth goal, an average will be determined by the superintendent using a numeric system: 1=Low, 2=Expected, 3=High. For tables and charts related to multiple years of student growth data, please see the Appendix.

PRINCIPAL AND ASSISTANT COMBINED STUDENT GROWTH RATING		
LOCAL SGG RATING	STATE ASSIST/NGL GOAL RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low



Districts will determine the process for determining the rating for High, Expected, and Low growth. Supervisors will use a Local Student Growth Goal instrument to determine overall Student Growth Rating.

Determining the Overall Performance Category

A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

- ◆ **Apply State Overall Decision Rules for determining a principal’s/assistant principal’s Overall Performance Category.**

Required

- ◆ **All summative ratings must be recorded in the department-approved technology platform.**

CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY

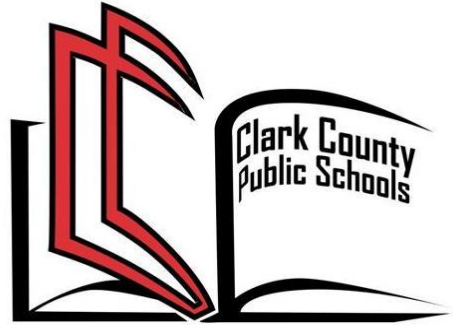
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	Exemplary
	Low	Developing
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

Professional Growth Plan and Summative Cycle

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

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

PROFESSIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	ACCOMPLISHED			
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.		
		LOW	EXPECTED	HIGH



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**EVALUATION FORMS FOR DISTRICT
CERTIFIED PERSONNEL
(Not to be used for Principals/Assistant
Principals)**

District Certified Professional Growth and Effectiveness System (DCPGES) Timeline

In an effort to move toward the PGES system, in the 2016-2017 school year, central office directors will inherit the superintendent's goals. Central office directors will complete a self-reflection as they develop their professional growth goals and plans. In addition, central office directors' formative and summative forms have been revised to include the superintendent's standards under SPGES.

District personnel will follow the same timeline as the TPGES portion of PGES.

First 30 contract days:

District staff will review the district's Certified Evaluation Plan, complete the self-reflection, and determine from this tool the areas in which they need to develop their Professional Growth Plan.

August through October:

Using district-level student data, collect baseline data to determine student growth areas. Develop or identify tools needed to gauge student growth. Goals should align with and support superintendent goals and/or the Comprehensive District Improvement Plan (CDIP). Goals will be written, reviewed with peers and superintendent or designee, revised and approved from September through October.

Observation/Site Visit Cycles:

Observation/Site Visit cycles will begin including primary supervisor and peer observer visits. Peer visits are formative only. Pre-conferences will be conducted before the observer visits. During pre-conferences the observee will inform the observer of the responsibilities and expectations of his/her particular role. The district employee will participate in a minimum of two observation/site visits: one full by the primary supervisor and one by the peer observer. Post-conferences of the observation visit will occur within five work days or as determined in the CEP.

Second semester:

Continue to self-reflect and review strategies focused on Professional Growth Goals if needed. Remaining pre-conferences, observations, and post-conferences will take place as determined in the district CEP.

May:

Finalize all observations/site visits.

June:

Determine the performance rating using all evidences completed throughout the year by June 15th.

District certified personnel forms for self-reflection, professional growth goal(s), formative and summative evaluations are located in the appendix.

Appeals

Required

- ◆ **Districts shall have an appeals process established.**

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

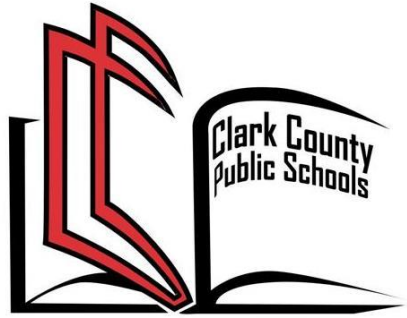
(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)



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APPEALS HEARING PROCESS

APPEALS/HEARINGS PROCESS

PURPOSE

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

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel. The parties will exchange copies of documentation **within three (3) working days prior to the scheduled hearing date**. The members of the Appeals Panel will be the only persons to review the documentation. All documentations will be **kept** secure 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.

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 the Panel members during the hearing.

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.

Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

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.

Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

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:

The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.

Each party will be allowed to make a statement of claim; the evaluatee will begin.

The evaluatee may present relevant evidence in support of the appeal.

The evaluator may present evidence in support of the summative evaluation.

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 materials were not exchanged between the parties as provided in this procedure.

Each party (evaluator and evaluatee) will be asked to make closing remarks.

The chairperson of the Panel will make closing remarks.

The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

- Upholding all parts of the original evaluation
- Voiding the original evaluation or parts of it.
- Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

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.

The Superintendent may take appropriate action consistent with the Panel's decision.

The Panel's decision and the original summative evaluation 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.

The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

CERTIFIED PERSONNEL APPEALS FORM

TO: Certified Personnel Appeals Panel

FROM: _____
Name

Employee Number

School or Worksite

I hereby appeal the summative growth assessment of my professional performance for the 20__-20__ school year.

My Assessor was _____

S/he reviewed my summative growth assessment with me on _____

I have filed a formal appeal of the assessment of my performance by my immediate supervisor, _____, which was conducted during the _____ school year. I understand that in order for the Appeals Panel to review my case, it will be necessary for them to have access to all forms, correspondence, anecdotal records, or other information in my file, which is related to my performance. I hereby grant the Clark County Public Schools Certified Employee Appeals Panel members access to all information in my personnel file pertinent to the assessment of my professional performance.

In the space below (and on additional sheets, if necessary) I have explained what I feel was unfair about the substance or procedures concerning my growth assessment.

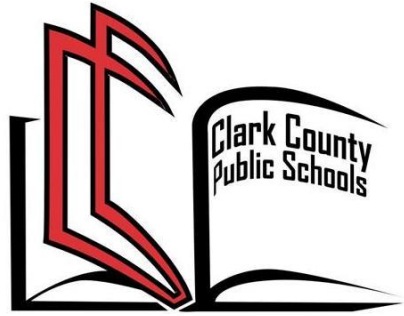
Signature

Date

COPIES TO

Assessor: _____

Assessee: _____



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INDIVIDUAL CORRECTIVE ACTION PLAN INSTRUCTIONS AND FORM

INDIVIDUAL CORRECTIVE ACTION PLAN

Certified employees who violate the Professional Code of Ethics, Administration Code for Kentucky's Educational Assessment Program, receive two or more unsatisfactory formative evaluations, or receive a "does not meet" rating on the summative evaluation will work with their evaluator on developing an individual corrective action plan. The evaluator and evaluatee ***must*** identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of performance. It is the evaluator's responsibility to ***document*** all actions taken to assist the evaluatee in improving his/her performance. If appropriate, the evaluator and evaluatee can determine an assistance team to help the evaluatee achieve desired objectives. If consensus cannot be reached on composition of the assistance team, the evaluator will make final determination of team members.

Specify Corrective Action

Identify the specific standard(s) and performance criteria from the Summative Evaluation Form or identify a specific violation of the Code of Ethics, Administration Code, Board Policy or Procedure. Present Professional Development Stage

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

I = Ineffective

D = Developing

A = Accomplished

E = Exemplary

Growth/Objective Goal(s)

Growth objectives and goals must address the specific standards(s) and performance criteria or violation of codes. The evaluatee and evaluator work together closely to correct the identified weakness (es.)

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

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

Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance.

Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

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

(Evaluators must follow the local district professional growth and evaluation plan processes, and procedures for implementing an Individual Corrective Action Plan.)

INDIVIDUAL CORRECTIVE ACTION PLAN

For: _____

Date _____ **Work Site** _____

Standard/ Performance Criterion Number(s)	Present PG Stage:	Growth Objective/ Goals	Activities and Procedures for Achieving Objectives (Include Assistance Team)	Target Dates
			(attach additional pages if necessary)	

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:	Status: Achieved _____ Continued _____
_____ (Evaluatee's Signature) _____ (Date)	_____ (Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

Professional Growth Plan Stages:

I = Ineffective

D = Developing

A = Accomplished

E = Exemplary

ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1st Assistance Team Meeting				
2nd Assistance Team Meeting				
3rd Assistance Team Meeting				
4th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor _____

Team Members: _____

Professional Growth Plan Stages:

I = Ineffective

D = Developing

A = Accomplished

E = Exemplary

ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher _____

Date of Meeting _____

Persons Present

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting _____

Professional Growth Plan Stages:

I = Ineffective

D = Developing

A = Accomplished

E = Exemplary

Appendix:

PGES Categories and Decision Factors	66
Links to PGES Documents	67
Student Growth Rubric	68
2015-2016 PGES Year-At-A-Glance Calendar—Teacher	69
Teacher Reflective Practice & Professional Growth Planning Template	70
Pre-Observation Document	72
Post-Observation Conference/Self Reflection Guiding Questions	73
Peer Observation Form	74
Certified Teacher Formative Mini Observation Form	75
Certified Formative Evaluation Form	76
Certified Formative Evaluation Form	77
Walkthrough Instrument	78
Certified Teacher Summative Evaluation Form	80
Educator Overall Performance Category (Summative Evaluation)	82
Principal Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template	84
Principal Standards Rating Form	90
Principal/Asst. Principal Combined Student Growth Rating	94
Self-Reflection Form—Instructional Coach	96
Self-Reflection Form—Library Media Specialist	97
Self-Reflection Form—School Guidance Counselor	98
Self-Reflection Form—Speech Pathologist	99
Professional Growth Plan—Other Professionals	100
Pre-Observation—Other Professionals	102
Mini-Observation Form—Instructional Coach	103
Full Observation Form—Instructional Coach	104
Mini-Observation Form—Library Media Specialist	105
Full Observation Form—Library Media Specialist	106
Mini-Observation Form—School Guidance Counselor	107
Full Observation Form—School Guidance Counselor	108
Mini-Observation Form—Speech Pathologist	109
Full Observation Form—Speech Pathologist	110
Summative Evaluation for Other Professionals	111
Growth Plan for School Psychologists	113
Formative Observation Form—School Psychologists	114
Summative Observation Form—School Psychologists	119
Professional Growth Planning—District Certified Personnel	120
Professional Growth Plan—District Certified Personnel	128
Formative Evaluation Form—District Certified Personnel	130
Summative Evaluation Form—District Certified Personnel	132

PGES Categories and Decision Factors

TPGES



Traditional classroom teacher
Any grade, any content
(Includes PE, Music, Art, Gifted/Talented, Special Education, Preschool, RTI, Alternative and any classroom based content teacher)



Traditional classroom teachers
Certified personnel who work primarily with students

OPGES



Library Media Specialist
Speech Pathologist
School Counselor
School Instructional Coach
School based Psychologists who serve students on a consistent schedule.



Those with non-traditional class settings or schedules
Works impacts students directly or indirectly
Work may support teachers

Other District Certified



Assistant Superintendent
District Director of Special Education
District Curriculum/Instructional Specialist
District RTI coach, DPP, DAC
District Psychologist
District Gifted and Talented Coordinator



Anyone overseeing district-wide programs and supervising personnel
Work impacts students indirectly

Links to interactive PGES documents via Kentucky Department of Education

KASC's PGES Toolkit

http://www.kasc.net/2010/?page_id=6542

KDE's Self-Reflection and Professional Growth Planning Page

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

KDE's Student Growth Page including Enduring Skills, Student Growth Process, and Think & Plan Tool

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx>

KDE's Peer Observation Page

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Peer-Observation.aspx>

KDE's Observation Page

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Observation.aspx>

KDE's Student Growth Percentile Median Page

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Percentile-Medians.aspx>

KDE's Student Voice Page

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Voice-Survey-Page.aspx>

KDE's Other Professionals Professional Growth and Effectiveness System Page

<http://education.ky.gov/teachers/PGES/otherpages/Pages/default.aspx>

KDE's Other Professionals Framework for Teaching Specialist

<http://education.ky.gov/teachers/PGES/otherpages/Pages/Kentucky-Framework-for-Teaching-Specialist-Frameworks.aspx>

Student Growth Rubric

Structure of the Goal	Acceptable	Needs Revision	Insufficient
<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Uses appropriate measures for base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based enduring skill</p> <p>Identifies a specific area of need supported by data for current students</p> <p>Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students</p> <p>Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based skill that does not match enduring skill criteria</p> <p>Identifies a specific area of need, but lacks supporting data for current students</p> <p>Includes both a growth target and a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Specifies less than a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Is not standards-based</p> <p>Is not focused on a specific area of need</p> <p>Includes only a growth or a proficiency target</p> <p>Uses no baseline data or uses irrelevant data</p> <p>Fails to specify an interval of instruction</p>
Rigor of the Goal	Acceptable	Needs Revision	Insufficient
<p><i>The student growth goal:</i></p> <p>Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed</p> <p>Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p> <p>Includes growth and proficiency targets that are challenging for students, but attainable with support</p>	<p><i>The student growth goal:</i></p> <p>Is congruent and appropriate for grade level/content area standards</p> <p>Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p> <p>Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable</p>	<p><i>The student growth goal:</i></p> <p>Is congruent to content, but not to grade level standards</p> <p>Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations</p>	<p><i>The student growth goal:</i></p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Identifies measures that do not assess the level of competency intended in the standards</p> <p>Includes targets that do not articulate expectations AND/OR targets are not achievable</p>
Comparability of Data	Acceptable	Needs Revision	Insufficient
<p><i>Data collected for the student growth goal:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	<p>n/a</p>	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Does not reflect common criteria used to determine progress</p>

2016-2017 PGES Year-At-A-Glance Calendar—Teacher

<p style="text-align: center;">June 2016</p> <ul style="list-style-type: none"> ✓ Explore the components of PGES ✓ Peer Observers begin online training ✓ Learn how to use EDS to implement PGES 	<p style="text-align: center;">July 2016</p> <ul style="list-style-type: none"> ✓ Professional learning for all teachers (Student Growth Modules) ✓ Peer Observers begin online training 	<p style="text-align: center;">August 2016</p> <ul style="list-style-type: none"> ✓ Complete Initial Self-Reflection in EDS ✓ Verify rosters by the end of the 2nd week of school ✓ Implement formative assessment practices to effectively impact student learning (pre-assessment)
<p style="text-align: center;">September 2016</p> <ul style="list-style-type: none"> ✓ Analyze student assessment data to establish baseline for SGG ✓ Utilize PLC structure to obtain feedback on the SGG ✓ Conference with principals to develop PGP and document in EDS ✓ Schedule Peer Observation(s) 	<p style="text-align: center;">October 2016</p> <ul style="list-style-type: none"> ✓ Adhere to the observation schedule and procedures ✓ Complete teacher portion of VAL-ED ✓ Reflect as an ongoing practice ✓ Monitor student growth goal progress ✓ Continue formative assessments and documentation for SGG ✓ Review procedures for administering Student Voice Survey 	<p style="text-align: center;">November 2016</p> <ul style="list-style-type: none"> ✓ Review Student Growth Percentile and verify class roster in the Student Profile in CIITS ✓ Start conducting mid-year conference with principal ✓ Peers may input observation evidence and post ✓ Continue formative assessments and documentation for SGG ✓ Review with students' procedures for completing Student Voice Survey ✓ Administer Student Voice Survey
<p style="text-align: center;">December 2016</p> <ul style="list-style-type: none"> ✓ Complete all first semester observations before the break ✓ Complete mid-year conference with principal ✓ Verify roster the last 2 weeks in December 	<p style="text-align: center;">January 2017</p> <ul style="list-style-type: none"> ✓ Reflect as an ongoing practice ✓ Continue peer observations ✓ Continue observations ✓ Continue formative assessments and documentation for SGG 	<p style="text-align: center;">February 2017</p> <ul style="list-style-type: none"> ✓ Continue peer observations ✓ Continue observations ✓ Continue formative assessments and documentation for SGG ✓ Review the procedures for administering Student Voice Survey
<p style="text-align: center;">March 2016</p> <ul style="list-style-type: none"> ✓ Verify rosters in the last 2 weeks of March ✓ Continue observations ✓ Complete the teacher portion of VAL-ED ✓ Review with students the procedures for completing Student Voice Survey ✓ Administer Student Voice Survey 	<p style="text-align: center;">April 2017</p> <ul style="list-style-type: none"> ✓ Complete observations ✓ Evaluator and teacher conduct collaborative post conference to: (1) determine if student growth was met based on assessment results (2) discuss teacher's professional growth plan (3) discuss the evidence provided by Student Voice Survey ✓ Evaluator and teacher conduct collaborative summative conference 	<p style="text-align: center;">May 2017</p> <ul style="list-style-type: none"> ✓ Evaluator and teacher conduct collaborative post conference to: (1) determine if student growth was met based on assessment results (2) discuss teacher's professional growth plan (3) discuss the evidence provided by Student Voice Survey ✓ Evaluator and teacher conduct collaborative summative conference ✓ Final roster verification before end of year and prior to any assessment
<p style="text-align: center;">June 2017</p> <ul style="list-style-type: none"> ✓ Reflect on evidence (observations, student voice, student growth) gathered during the 2015-2016 school year ✓ Utilize this self-reflection to inform the 2016-2017 Initial Self-Reflection and PGP 	<p style="text-align: center;">July 2017</p> <ul style="list-style-type: none"> ✓ Vertical and horizontal meetings to further develop and revise the list of enduring skills/understandings for each class ✓ Vertical and horizontal meetings to further develop additional assessments and/or rubrics for desired enduring skills/understandings 	<p style="text-align: center;">August 2017</p> <ul style="list-style-type: none"> ✓ Provide support for new teachers ✓ New teachers participate in the Peer Observers online training

Reflective Practice & Professional Growth Planning Template

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

Part A: Initial Reflection—Establishing Priority Growth Needs

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

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

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Demonstrable:		
<i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Other

Teacher Signature:	Date:
Administrator Signature:	Date:

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

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

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

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:	4A-Reflecting on Teaching	I	D	A	E
	4E-Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

Pre-Observation Document

Teacher _____ School _____

Grade level _____ Subject _____

Observer _____ Date _____ Time _____

Pre-Observation

Questions for Discussion	Notes
What is your identified student learning target?	
To which part of your curriculum (or standard) does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning targets?	
Is there anything that you would like me to specifically observe during the lesson?	<input type="checkbox"/> Questioning Techniques <input type="checkbox"/> Feedback <input type="checkbox"/> Gender Biased <input type="checkbox"/> Wait Time <input type="checkbox"/> Teacher Praise <input type="checkbox"/> Pacing of Lesson <input type="checkbox"/> Engagement Techniques <input type="checkbox"/> Interpersonal Relations <input type="checkbox"/> Other _____
Are there any special circumstances of which the administrator should be aware?	

Observee's Signature _____ Date _____

Observer's Signature _____ Date _____

Post-Observation Conference/Self Reflection Guiding Questions

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?	

**CLARK COUNTY SCHOOLS
PEER OBSERVATION**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Peer Observer	

Date of Pre-Observation Conference	
---	--

Date of Observation	
----------------------------	--

Date of Post-Conference	
--------------------------------	--

Teacher Signature:	Date:
Peer Observer Signature:	Date:

After the conference is completed, a copy of this form must be provided to the teacher or other professional, principal/supervisor and peer observer.

**CLARK COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION – Teacher**

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

Evaluator's Formative Observation Rating:

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

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	
<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Teacher Signature:	Date:
Administrator Signature:	Date:

**CLARK COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – Teacher**

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

Evaluator's Formative Observation Rating:

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

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	
<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Teacher Signature:	Date:
Administrator Signature:	Date:

Clark County Schools Certified Formative Evaluation Form

<u>Planning and Preparation</u>	<u>Classroom Environment</u>	<u>Instruction</u>	<u>Professional Responsibilities</u>	<u>Student Growth Goal Work</u>
1.A- Knowledge of Content and Pedagogy I D A E	2.A Creating an Environment of Respect and Rapport I D A E	3.A Communicating with Students I D A E	4.A Reflects on Teaching I D A E	<i>Goal Established Using Growth Goal Template?</i> <i>Circle: Yes or No</i>
1.B- Knowledge of Students I D A E	2.B Establishing a Culture of Learning I D A E	3.B Questioning and Discussion Techniques I D A E	4.B Maintaining Accurate Records I D A E	
1.C- Setting Instructional Outcomes I D A E	2.C Managing Classroom Procedures I D A E	3.C Engaging Students in learning I D A E	4.C Communicating with Families I D A E	
1.D- Demonstrates Knowledge of Resources I D A E	2.D Managing Student Behavior I D A E	3.D Using Assessment in Instruction I D A E	4.D Participating in a Professional Learning Community I D A E	
1.E- Designing Coherent Instruction I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility and Responsiveness I D A E	4.E Growing and Developing Professionally I D A E	<u>Additional Comments Regarding SGG:</u>
1.F- Designing Student Assessment I D A E			4.F Demonstrating Professionalism I D A E	
Comments:	Comments:	Comments:	Comments:	

I- Ineffective

D- Developing

A- Accomplished

E- Exemplary

Evaluator Comments:

Evaluatee Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

Walkthrough Focusing On Quality Instruction

Teacher Name: _____ Class: _____

Date: _____ Time-To: _____ from _____

Classroom 'LOOK FORS'	_____ Objective/"I Can Statement" posted
	_____ Bell ringer
	_____ Assessment for Learning
	_____ Students Actively Engaged

DANIELSON 'LOOK FORS' CLASSROOM	<p>2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> ○ Teacher Interaction with Students ○ Student Interactions with One 	
	<p>2B: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> ○ Importance of the Content ○ Expectations for Learning and Achievement ○ Student Pride in Work 	
	<p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> ○ Management of Instructional Groups ○ Management of Transitions ○ Management of Materials and Supplies ○ Performance of Non-Instructional Duties ○ Supervision of Volunteers and Paraprofessionals 	
	<p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> ○ Expectations ○ Monitoring of Student Behavior ○ Response to Student Misbehavior 	
	<p>2E: Organizing Physical Space</p> <ul style="list-style-type: none"> ○ Safety and Accessibility ○ Arrangement of Furniture and Use of Physical Resources 	

3A: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanation of content
- Clarity of lesson purpose
- Correct and imaginative use of language
- Clear directions and procedures
- Absence of content errors
- Use of oral and written language

3B: Questioning and Discussion Techniques

- Quality of questions/prompts
- Effective use of student responses & ideas
- High levels of student participation in the discussion
- Discussion in which the teacher steps out of the central/mediating role
- Questions of high cognitive challenge, formulated by both Teacher & Student
- Questions with multiple correct answers/approaches even when there is a single response
- Student participation
- Discussion techniques

3C: Engaging students

- Activities and Assignments Structural Pacing
- Grouping of Students Instructional Materials
- Activities aligned with goals of the lesson
- Student enthusiasm, interest, problem solving, etc.
- Learning tasks that require high level student thinking and
- Aligned with lesson objectives
- Students highly motivated to work on tasks and persistent when difficult
- Students actively working rather than watching teacher work
- Suitable pacing with tie for reflection/ closure

3D: Using Assessments

- Assessment criteria Monitoring student learning
- Feedback to students Lesson Adjustment
- Student self-assessment & monitoring progress
- Teacher paying close attention to evidence of understanding
- Teacher circulating to monitor student learning/give feedback
- Students assessing own work against established criteria
- Teacher adjusting instruction in response to evidence of student understanding
- Teacher posing questions specifically created to elicit evidence of student understanding

Additional Notes:

Observer: _____

**CLARK COUNTY SCHOOLS
SUMMATIVE EVALUATION -Teacher**

Employee's Name	
School	
School Year	
Supervisor	
Date	

Overall Performance Category	Circle One EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY				
		PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY		
		Exemplary	High OR Expected	EXEMPLARY		
			Low	ACCOMPLISHED		
		Accomplished	High	EXEMPLARY		
			Expected	ACCOMPLISHED		
			Low	DEVELOPING		
		Developing	High	ACCOMPLISHED		
			Expected or Low	DEVELOPING		
		Ineffective	High	DEVELOPING		
	Expected or Low	INEFFECTIVE				
Overall Professional Practice Rating	Circle One EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	CRITERIA FOR DETERMINING A TEACHER'S OVERALL PROFESSIONAL PRACTICE RATING				
		IF...		THEN...		
		Domains 2 AND 3 are rated INEFFECTIVE		Professional Practice Rating shall be INEFFECTIVE		
		Domains 2 OR 3 are rated INEFFECTIVE		Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE		
		Domains 1 OR 4 are rated INEFFECTIVE		Professional Practice Rating shall NOT be EXEMPLARY		
		Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED		Professional Practice Rating shall be ACCOMPLISHED		
		Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY		Professional Practice Rating shall be ACCOMPLISHED		
		Two Domains are rated ACCOMPLISHED and two Domains are rate EXPEMPLARY		Professional Practice Rating shall be EXEMPLARY		
		Two Domains are rated DEVELOPING and two Domains are rate EXPEMPLARY		Professional Practice Rating shall be EXEMPLARY		
		Two Domains are rated DEVELOPING and two Domains are rate EXPEMPLARY		Professional Practice Rating shall be EXEMPLARY		
Overall Student Growth		Circle one HIGH EXPECTED LOW	COMBINED STUDENT GROWTH RATING			
Local Student Growth Goal Rating			State Student Growth Goal Rating		Overall Student Growth Goal Rating	
High			High		High	
EXPECTED			Expected		High	
			Low		Expected	
			Expected		High	
LOW			High		High	
			Expected		Expected	
			Low		Expected	
			Low		High	
		Expected		Expected		Expected
Low		Low		Low		

Summative Student Growth Goal Rating			Circle one		Summative Cycle Overall Local Student Growth Rating					
Instructions: Based on Local Student Growth Target Rating for up to three years of data, assign numerical point values and weight years using tables. Calculate and use tables to determine Summative Cycle Overall Student Growth Rating			HIGH EXPECTED LOW		High 2.50 – 3.0					
					Expected 1.50 – 2.49					
					Low 1.0 – 1.49					
					Student Growth Rating		Numerical Point Value			
					High		3			
					Expected		2			
					Low		1			
	Growth Rating	Point Value	Weight	Total						
Current Year					Three Years of Data			Weight		
Prior Year					Current Year		50%			
Prior Year					Prior Year		25%			
Summative Cycle Overall Local Student Growth Rating					Prior Year		25%			
					Two Years of Data			Weight		
					Current Year		50%			
					Prior Year		50%			
Student Growth - Local Contribution			Circle one		LOCAL STUDENT GROWTH GOAL RATING					
Instructions: Based on Local Student Growth Target Rating AND Local Student Proficiency Target Rating, use table to determine Local Student Growth Rating.			HIGH EXPECTED LOW		Growth Target		Proficiency Target		Local Student Growth Goal Rating	
					High		High		High	
							Expected		High	
							Low		Expected	
					Expected		High		High	
							Expected		Expected	
							Low		Expected	
					Low		High		Expected	
							Expected		Expected	
							Low		Low	
Proficiency Target Rating			Circle one		PROFICIENCY TARGET RATING					
Instructions: Based on Local Student Growth use table to determine proficiency target rating.			HIGH EXPECTED LOW		Low		Expected		High	
					Does not meet proficiency target within 10% (of the established target)		Meets proficiency target within 10% (of the established target)		Exceeds proficiency target	
Growth Target Rating			Circle one		GROWTH TARGET RATING					
Instructions: Based on Local Student Growth use table to determine growth target rating.			HIGH EXPECTED LOW		Low		Expected		High	
					≤ 74% of students meet growth target		All students make measureable growth with 75% - 89% of students meeting growth target		All students make measureable growth with ≥ 90% of students meeting growth target	
Student Growth State Contribution			Circle one		STATE CONTRIBUTION					
Instructions: Based on State Student Growth Percentile, use table to determine rating.			HIGH EXPECTED LOW NOT APPLICABLE		High		Above 65%			
					Expected		30-65%			
					Low		Less than 30%			

Professional Growth Plan reviewed.

I agree with this evaluation.

I disagree with this evaluation.

Teacher Signature:	Date:
Administrator Signature:	Date:

Recommended for re-employment

Not recommended for re-employment

Educator Overall Performance Category

Directions: Completed by Principal/Designee. Overall Performance Category is based on Professional Practice and accompanying decision rules and Student Growth, both state and local contributions (if applicable). Once both the overall Professional Practice rating and Student Growth rating have been determined, the Overall Performance Category is achieved using the established Overall Performance Category matrix.

Educator: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)

School [Click here to enter text.](#)

Domain 1: Planning and Preparation

Choose a rating

Domain 2: Classroom Environment

Choose a rating

Domain 3: Instruction

Choose a rating

Domain 4: Professional Responsibilities

Choose a rating

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Overall Professional Practice Rating:

Choose an Overall Professional Practice Rating

State Contributions

Choose a growth rating

Overall Growth Rating:

Choose an Overall Growth Rating

Local Contribution

Choose a growth rating

Overall Performance Category: **Choose an Overall Performance Category**

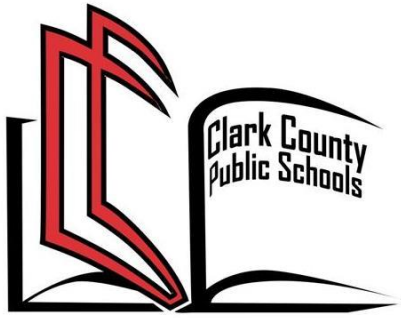
CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

Evaluator's Name _____ Educator's Name _____

Evaluator's Signature _____ Educator's Signature _____

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement." (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)



One Community; One Vision: *Life Ready*
Where Every Student Matters

Principal/Assistant Principal Professional Growth and Effectiveness System Forms and Documents

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Principal	
EPSB ID#	
School	
Level	

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

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

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>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>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

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

Part B: Student Growth

State Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>		
Scoring Rubric		
District Rule: -5 Points Range will Determine Expected Growth.		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Local Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>		
Scoring Rubric		
District Rule:-5 point range		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part C: Principal’s TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

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

Target Performance Standard:

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

Working Conditions Growth Goal Statement:

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

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded. District Decision Rule for Accomplished + or – 5 Points. Ineffective is baseline and below. Developing is the range between Ineffective and accomplished.

Ineffective	Developing	Accomplished	Exemplary
40.0 and below	41%-65%	65%-70%	71% and above

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

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal? How can I be instrumental in supporting my teachers as we work to assure the academic growth of our students particularly in reading and math.

What do I need to learn to meet my Working Conditions Goal? How can I leverage parent /guardian support to get them involved in activities that impact their child’s success (SGG math and reading)

Other Information on which to Reflect

Survey Results VAL-ED 360 TELL Other: _____

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

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

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

Data Selected	Results

Questions to Consider:

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

Part E: Connecting Priority Growth Needs to Professional Growth Planning

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

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

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

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

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

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

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

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

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

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<input type="checkbox"/> Data attached
Date:	End of Year TELL KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Reflection:

Principal Standards Rating Form

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal _____ School Year(s): _____
 School _____

Performance Standard 1: Instructional Leadership

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	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.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments	Comments	Comments	Comments

Performance Standard 2: School Climate

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments	Comments	Comments	Comments

Performance Standard 3: Human Resources Management

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.
Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>

Performance Standard 4: Organizational Management

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.
Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>

Performance Standard 5: Communication and Community Relations

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal inconsistently communicates and/or infrequently collaborates with stakeholders.	The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.
Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>

Performance Standard 6: Professionalism

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>	Comments <input type="checkbox"/>

Evaluation Summary

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Improvement Goals:

Overall Evaluation Summary

Overall Evaluation Summary Criteria			
___ Ineffective	___ Developing	___ Accomplished	___ Exemplary
_____		_____	
Employee's Signature/Date		Administrator's Signature/Date	

Evaluator's Name _____

Evaluator's Signature _____

Principal's Name _____

Principal's Signature _____

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____

Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____

Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- VAL-ED 360
- Working Conditions Goal
- Student Growth Goals
- Other district determined evidence sources

Principal and Assistant Principal Combined Student Growth Rating for Multiple Years

Local District Decision

When looking at multiple years of student growth data for Local Student Growth goal, an average will be determined by the superintendent using a numeric system: 1=Low, 2=Expected, 3=High.

PRINCIPAL AND ASSISTANT COMBINED STUDENT GROWTH RATING		
LOCAL SGG RATING	STATE ASSIST/NGL GOAL RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

2 years of data	Weight
Current year	50%
Prior year	50%

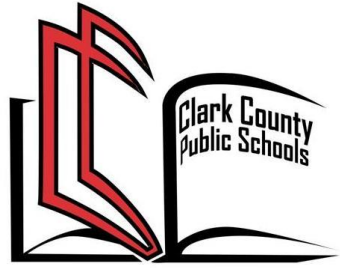
3 years of data	Weight
Current year	50%
Prior year	25%
Prior year	25%

To determine the weighted average, a numerical point value will be assigned to each year's student growth rating and then multiplied by the weighted percentage.

Student Growth Rating	Numerical Point Value
Low	1 point
Expected	2 points
High	3 points

The resulting weighted points are then added together to determine the total numerical score. This score will determine the overall student growth rating for the summative cycle as follows.

Summative Cycle Overall Student Growth Rating	Numerical Score
Low	1.0-1.49
Expected	1.50-2.49
High	2.50-3.0



One Community; One Vision: *Life Ready*
Where Every Student Matters

Other Professionals Professional Growth and Effectiveness System

CLARK COUNTY SCHOOLS
KENTUCKY FRAMEWORK FOR SPECIALISTS SELF-REFLECTION – Instructional Coach

Name _____ Date _____ School Year _____

Component		Self-Assessment				Rationale
Planning and Preparation	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 Regular School Program	I	D	A	E	
	1F – Developing a Plan to Evaluate the Instructional Support Program	I	D	A	E	
The Environment	2A – Creating an Environment of Respect and Rapport	I	D	A	E	
	2B – Establishing a Culture for 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 the Workshops or Training	I	D	A	E	
Delivery of Service	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	
Professional Responsibilities	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	

Employee Signature:	Date:
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CLARK COUNTY SCHOOLS
KENTUCKY FRAMEWORK FOR SPECIALISTS SELF-REFLECTION – Library Media Specialist

Name _____ Date _____ School Year _____

Component		Self-Assessment				Rationale
Planning and Preparation	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	
The Environment	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	
Delivery of Service	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	
Professional Responsibilities	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	

Employee Signature:	Date:
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CLARK COUNTY SCHOOLS
KENTUCKY FRAMEWORK FOR SPECIALISTS SELF-REFLECTION– School Guidance Counselor
Social Worker

Name _____ Date _____ School Year _____

Component		Self-Assessment				Rationale
Planning and Preparation	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	
The Environment	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	
Delivery of Service	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	
Professional Responsibilities	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	

Employee Signature:	Date:
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CLARK COUNTY SCHOOLS
KENTUCKY FRAMEWORK FOR SPECIALISTS SELF-REFLECTION – Speech Pathologist

Name _____ Date _____ School Year _____

Component		Self-Assessment				Rationale
Planning and Preparation	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	
The Environment	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	
Delivery of Service	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	
Professional Responsibilities	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	

Employee Signature:	Date:
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**CLARK COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN – Other Professionals**

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

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

Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments):	Expected Student Growth Impact	Targeted Completion Date

Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection	<input type="checkbox"/> PLC Documents
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Logs
<input type="checkbox"/> Other: (please specify)			

Teacher Signature:	Date:
Administrator Signature:	Date:

Mid-Year Review - Progress Toward Professional Growth Goal

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

	Date:
Administrator Signature:	Date:

Summative Reflection - Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:
	The target was: ___ Achieved ___ Revised ___ Continued

Next Steps:

CLARK COUNTY SCHOOLS
STUDENT GROWTH GOAL –Other Professionals

Directions: Completed by other professional. Using the feedback provided by your principal, type your final answers in each box and submit to your principal for final approval.

Other Professional: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Context
<i>Describe the context, including student population.</i>
Needs Assessment
<i>What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?</i>
Sources of Evidence
<i>What sources of evidence/measures will you use to establish baseline data and measure student growth?</i>
Interval of Instruction
<i>What is the course-long interval of instruction (i.e. trimester, semester, one school year, etc.)?</i>
Expected Growth
<i>What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level ?.")</i>
Expected Proficiency
<i>What is the proficiency target? What percentage of students will meet or exceed that target? (For example, 80% of my students will meet or exceed level 3 of the rubric?)"</i>
Goal Statement
<i>Write your complete goal statement here.</i>
Rationale
<i>Explain the rationale for the goal.</i>
Professional Learning
<i>Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP will reflect the support I will need to meet this goal?</i>
Instructional Strategies for Goal Attainment
<i>What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?</i>

Teacher/Other Professional Signature:	Date:
Administrator Signature:	Date:

**CLARK COUNTY SCHOOLS
PRE-OBSERVATION – Other Professionals**

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

Pre-Observation Conference

Questions for Discussion:	Notes:
What are your overall goals this year for your program(s) to support achievement?	
What is the purpose of the activity/visit/observation impacting student learning?	
How will you monitor to ensure that progress is made?	
What are the obstacles to these areas that might like to discuss?	
Is there anything that you would like me to specifically observe? List Domain and Component, please.	

Teacher Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – Instructional Coach

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Collaborating with Teachers in the Design of Instructional units and Lessons	I	D	A	E	N/O
B: Establishing a Culture for Instructional Improvement	I	D	A	E	N/O	B: Engaging Teachers in learning New Instructional Skills	I	D	A	E	N/O
C: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	I	D	A	E	N/O	C: Sharing Expertise with Staff	I	D	A	E	N/O
D: Establishing and Maintaining norms of Behavior for Professional Interactions	I	D	A	E	N/O	D: Locating Resources for Teachers to Support Instructional improvement	I	D	A	E	N/O
E: Organizing Physical Space for the Workshops or Training	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION FORM – Instructional Coach

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Collaborating with Teachers in the Design of Instructional units and Lessons	I	D	A	E	N/O
B: Establishing a Culture for Instructional Improvement	I	D	A	E	N/O	B: Engaging Teachers in learning New Instructional Skills	I	D	A	E	N/O
C: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	I	D	A	E	N/O	C: Sharing Expertise with Staff	I	D	A	E	N/O
D: Establishing and Maintaining norms of Behavior for Professional Interactions	I	D	A	E	N/O	D: Locating Resources for Teachers to Support Instructional improvement	I	D	A	E	N/O
E: Organizing Physical Space for the Workshops or Training	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – Library Media Specialist

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Communicating Clearly and Accurately	I	D	A	E	N/O
B: Establishing a Culture for Learning	I	D	A	E	N/O	B: Using Questioning and Research Techniques	I	D	A	E	N/O
C: Managing Library Procedures	I	D	A	E	N/O	C: Engaging Students in Learning	I	D	A	E	N/O
D: Managing Student Behavior	I	D	A	E	N/O	D: Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	N/O
E: Organizing Physical Space	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

**CLARK COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – Library Media Specialist**

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating Clearly and Accurately	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Research Techniques	I	D	A	E
C: Managing Library Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – School Guidance Counselor/Social Worker

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Assessing Student Needs	I	D	A	E	N/O
B: Establishing a Culture for Productive Communication	I	D	A	E	N/O	B: Assisting Students and Teachers in the Formulation of Academic, Personal, Social and Career Plans Based on Knowledge of Student Needs	I	D	A	E	N/O
C: Managing Routines and Procedures	I	D	A	E	N/O	C: Using Counseling Techniques in Individual and Classroom Programs	I	D	A	E	N/O
D: Establishing Standards of Conduct and Contributing in the Culture for Student Behavior Throughout the School	I	D	A	E	N/O	D: Brokering Resources to Meet Needs	I	D	A	E	N/O
E: Organizing Physical Space	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

School Guidance Counselor/Social Worker Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION - School Guidance Counselor/Social Worker

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing Student Needs	I	D	A	E
B: Establishing a Culture for Productive Communication	I	D	A	E	B: Assisting Students and Teachers in the Formulation of Academic, Personal, Social and Career Plans Based on Knowledge of Student Needs	I	D	A	E
C: Managing Routines and Procedures	I	D	A	E	C: Using Counseling Techniques in Individual and Classroom Programs	I	D	A	E
D: Establishing Standards of Conduct and Contributing in the Culture for Student Behavior Throughout the School	I	D	A	E	D: Brokering Resources to Meet Needs	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

School Guidance Counselor/Social Worker Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – Speech Pathologist

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing Rapport with Students	I	D	A	E	N/O	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E	N/O
B: Organizing Time Effectively	I	D	A	E	N/O	B: Developing and implementing Treatment Plans to maximize Student's Success	I	D	A	E	N/O
C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	N/O	C: Communicating with Families	I	D	A	E	N/O
D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	N/O	D: Collecting Information; Writing Reports	I	D	A	E	N/O
E: Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Speech Pathologist Signature:	Date:
Administrator Signature:	Date:

CLARK COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – Speech Pathologist

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

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Establishing Rapport with Students	I	D	A	E	A: Establishing Rapport with Students	I	D	A	E
B: Organizing Time Effectively	I	D	A	E	B: Organizing Time Effectively	I	D	A	E
C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E
D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E
E: Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	E: Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Speech Pathologist Signature:	Date:
Administrator Signature:	Date:

Student Growth - Local Contribution Instructions: Based on Local Student Growth Target Rating AND Local Student Proficiency Target Rating, use table to determine Local Student Growth Rating.	Circle one HIGH	LOCAL STUDENT GROWTH GOAL RATING		
		Growth Target	Proficiency Target	Local Student Growth Goal Rating
	EXPECTED	High	High	High
			Expected	High
			Low	Expected
	LOW	Expected	High	High
			Expected	Expected
		Low	High	Expected
			Expected	Expected
			Low	Low
Low			Low	
Proficiency Target Rating Instructions: Based on Local Student Growth use table to determine proficiency target rating.	Circle one HIGH	PROFICIENCY TARGET RATING		
		Low	Expected	High
	EXPECTED	Does not meet proficiency target within 10%	Meets proficiency target within 10% (of the established target)	Exceeds proficiency target
LOW				
Growth Target Rating Instructions: Based on Local Student Growth use table to determine growth target rating.	Circle one HIGH	GROWTH TARGET RATING		
		Low	Expected	High
	EXPECTED	≤ 74% of students meet growth target	All students make measureable growth with 75% - 89% of students meeting growth target	All students make measureable growth with ≥ 90% of students meeting growth target
LOW				

- Professional Growth Plan reviewed.
- I agree with this evaluation.
- I disagree with this evaluation.

Other Professional Signature:	Date:
Administrator Signature:	Date:

- Recommended for re-employment
- Not recommended for re-employment

GROWTH PLAN FOR SCHOOL PSYCHOLOGISTS

Name: _____

Date: _____

Subject Area/Assignment: _____

Grade: _____

A plan of action mutually agreed upon by the staff member and immediate supervisor. The plan, along with a method of assessing successful completion, should be aligned with specific goals and objectives of the School Improvement Plan or the district wide Professional Development Plan. The intent of the plan is, through cooperative planning, to provide assistance to the staff member in becoming a more proficient educator. The plan should include areas identified as growth needed during the previous year’s assessment process and could also include enrichment activities which allow the staff member to focus on areas of choice for professional growth. Plan is to be reviewed and updated annually.

Growth area goals: List two specific objectives for the upcoming school year.

Goal # 1:

Present state of development: Ineffective _____ Developing _____ Accomplished _____ Exemplary _____

Goal # 2:

Present state of development: Ineffective _____ Developing _____ Accomplished _____ Exemplary _____

Indicate action steps: Identify task or activities to be carried out to achieve objectives.

Evaluation: Indicate when and how objectives will be measured.

Evaluator Signature: _____ Date: _____

Evaluatee Signature: _____ Date: _____

Note: signatures verify that this growth plan is mutually agreed upon by both parties. This plan shall be aligned with specific goals and objectives of the school’s/district’s Comprehensive Improvement Plan and shall be reviewed annually.

FORMATIVE CONFERENCING FORM FOR SCHOOL PSYCHOLOGISTS

Evaluatee/Observee _____ Position _____
 Evaluator/Observer _____ Position _____
 Date of Conference (Analyses) _____ School/Worksite _____

Standards/Performance Criteria

Domain 1-Planning & Preparation—School Psychologists	Exemplary	Accomplished	Developing	Ineffective
1A-Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.
1B - Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.
1C - Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist’s goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	Psychologist’s goals for the treatment program are clear and appropriate to the situation and to the age of the students.	Psychologist’s goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	Psychologist’s knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the community.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Psychologist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

1F - Developing a plan to evaluate the psychology program	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
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Domain 2: The Environment-- School Psychologists	Exemplary	Accomplished	Developing	Ineffective
2A- Establishing rapport with students	Students seek out the psychologist reflecting a high degree of comfort and trust in the relationship.	Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative: the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing center.
2B - Establishing a culture for positive mental health throughout the school	The culture in the school for positive mental health among students and teachers, while guided by the psychologist is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers
2C - Establishing and maintaining clear procedures for referrals	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals and for meetings with parents and administrators are clear to everyone	Psychologist has established procedures for referrals, but the details are not always clear.	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.
2D - Establishing standards of conduct in the testing center	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct appear to have been established in the testing center: psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
2E - Organizing physical space for testing the students and storage of materials	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and	The testing center is well organized; materials are stored in a secure location	Materials in the testing center are stored securely, but the center is not completely	The testing center is disorganized and poorly suited to student evaluations.

	are convenient when needed.	and are available when needed.	well organized, and materials are difficult to find when needed.	Materials are not stored in a secure location and are difficult to find when needed.
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Domain 3: Delivery of Service-- School Psychologists	Exemplary	Accomplished	Developing	Ineffective
3A-Responding to referrals consulting with teachers and administrators	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
3C - Chairing evaluation team	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as standard expectations: prepares detailed IEP's.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's.	Psychologist declines to assume leadership of the evaluation team.
3D - Planning interventions to maximize student's likelihood of success	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist's plan for students are suitable for them and are aligned with identified needs	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.
3E - Maintaining contact with physicians and community mental health service providers	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.
3F- Demonstrating flexibility and responsiveness	Psychologist is continually seeking ways to improve the	Psychologist makes revisions in the	Psychologist makes modest changes in the	Psychologist adheres to the plan or program, in

	treatment program and makes changes as needed in response to student, parent, or teacher input.	treatment program when it is needed.	treatment program when confronted with evidence of the need for change.	spite of evidence of its inadequacy.
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Domain 4: Professional Responsibilities-- School Psychologists	Exemplary	Accomplished	Developing	Ineffective
4A – Reflecting on practice	Psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Psychologist does not reflect on practice, or reflections are inaccurate or self-serving.
4B - Communicating with families	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
4C - Maintaining accurate records	Psychologist’s records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location.	Psychologist’s records are accurate and legible and are stored in a secure location.	Psychologist’s records are in disarray, they may be missing, illegible, or stored in an insecure location.
4D - Participating in a professional community	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
4E - Engaging in professional development	Psychologist actively pursues professional development opportunities and makes a substantial	Psychologist seeks opportunities for professional development based	Psychologist’s participation in professional development activities is limited	Psychologist does not participate in professional development activities, even

	contribution to the profession through such activities as offering workshops to colleagues.	on an individual assessment of need.	to those that are convenient or are required.	when such activities are clearly needed for the ongoing development of skills.
4F - Showing professionalism	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

COMMENTS/EVIDENCE: _____

Evaluatee: _____ **Date:** _____

Evaluator: _____ **Date:** _____

CLARK COUNTY SCHOOLS
REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING
DISTRICT CERTIFIED PERSONNEL

Employee's Name	
Job Title	
Worksite/School	
School Year	
Supervisor	
Date	

Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I – Ineffective; D – Developing, A – Accomplished, E – Exemplary) for each performance that is assigned by the superintendent. Provide a rationale for strength areas and/or growth areas.

Component	Self-Assessment				Rationale
Domain1: Strategic Leadership					
1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21 st century	I	D	A	E	
1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals	I	D	A	E	
1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	I	D	A	E	
1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	I	D	A	E	
1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	I	D	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
1G Collaborates with the superintendent to facilitate the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data	I	D	A	E	
Domain 2: Instructional Leadership					
2A Assists the superintendent in leading the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets	I	D	A	E	

2B	Models and applies learning for staff and students	I	D	A	E	
2C	Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels.	I	D	A	E	
2D	Collaborates with the superintendent in facilitating the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.	I	D	A	E	
2E	Demonstrates awareness of all aspects of instructional programs	I	D	A	E	
2F	Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	D	A	E	
Domain 3: Cultural Leadership						
3A	Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	I	D	A	E	
3B	Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21 st century.	I	D	A	E	
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
Domain 4: Human Resource Leadership						
4A	Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
4C	Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district	I	D	A	E	

roles and places staff in strategically effective positions					
4D Uses data to create and maintain a positive work environment	I	D	A	E	
4E Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs	I	D	A	E	
4F Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations	I	D	A	E	
Domain 5: Managerial Leadership					
5A Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
5B Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	
5C Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	
5E Builds consensus and resolves conflicts effectively	I	D	A	E	
5F Assures an effective system of districtwide communication	I	D	A	E	
5G Continually assesses the system in place that ensures the safety of students and staff	I	D	A	E	
5H Works with local and state agencies to develop and implement emergency plans	I	D	A	E	
Domain 6: Collaborative Leadership					
6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools	I	D	A	E	
6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success	I	D	A	E	
6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	I	D	A	E	
6D Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school	I	D	A	E	
Domain 7: Influential Leadership					
7A Understands the political systems involving the district	I	D	A	E	
7B Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	
7C Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	

7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	
7E Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	

Step 1: Component: Circle Professional Growth Components below that were ranked as priority domains for growth/professional learning.								Step 2: Select two components from Domains 1-7 from those circled for the focused professional growth goal development to create two professional growth goals on the professional growth plan form.							
1A	1B	1C	1D	1E	1F	1G		Domain Selected for growth goal 1:							
2A	2B	2C	2D	2E	2F										
3A	3B	3C	3D	3E	3F	3G	3H								
4A	4B	4C	4D	4E	4F										
5A	5B	5C	5D	5E	5F	5G	5H	Domain Selected for growth goal 2:							
6A	6B	6C	6D												
7A	7B	7C	7D	7E											

Employee Signature:	Date:
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CLARK COUNTY SCHOOLS
REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING
DISTRICT CERTIFIED PERSONNEL - Director of Operations, Transportation, and School Safety/
Coordinator of District Support Services

Employee's Name	
Job Title	
Worksite/School	
School Year	
Supervisor	
Date	

Step 1 Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I – Ineffective; D – Developing, A – Accomplished, E – Exemplary) for each performance. Provide a rationale for strength areas and/or growth areas.

Component	Self-Assessment				Rationale
Domain 1: Strategic Leadership					
1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21 st century	I	D	A	E	
1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals	I	D	A	E	
1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	I	D	A	E	
1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	I	D	A	E	
1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	I	D	A	E	
1F Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	
Domain 2: Instructional Leadership					
2B Models and applies learning for staff and students	I	D	A	E	
2F Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	D	A	E	
Domain 3: Cultural Leadership					
3A Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	I	D	A	E	

3B	Assists the superintendent in building community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21 st century.	I	D	A	E	
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	
Domain 4: Human Resource Leadership						
4A	Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction	I	D	A	E	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	
4C	Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions	I	D	A	E	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	
4E	Provides for results-oriented professional growth and learning that is aligned with identified 21 st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs	I	D	A	E	
4F	Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations	I	D	A	E	
Domain 5: Managerial Leadership						
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	
5B	Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	
5C	Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	

5E	Builds consensus and resolves conflicts effectively	I	D	A	E	
5F	Assures an effective system of districtwide communication	I	D	A	E	
5G	Continually assesses the system in place that ensures the safety of students and staff	I	D	A	E	
5H	Works with local and state agencies to develop and implement emergency plans	I	D	A	E	
Domain 6: Collaborative Leadership						
6A	Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools	I	D	A	E	
6B	Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success	I	D	A	E	
6C	Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	I	D	A	E	
6D	Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school	I	D	A	E	
Domain 7: Influential Leadership						
7A	Understands the political systems involving the district	I	D	A	E	
7B	Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	
7C	Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	
7D	Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	
7E	Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	
Domain 8: Professional Responsibilities						
8A	Has the ability to identify under-utilized or over-extended staff under supervision	I	D	A	E	
8B	Communication with others is respectful, confidential and tactful	I	D	A	E	
8C	Exhibits cooperation with others in and outside of department	I	D	A	E	
8D	Is customer service oriented and maintains positive rapport with co-workers, parents, staff and students	I	D	A	E	
8E	Is proactive in addressing issues prior to them becoming customer issues	I	D	A	E	
8F	Appropriately handles staff needs and staff issues quickly and professionally	I	D	A	E	
8G	Demonstrates professional attitude and demeanor when dealing with staff/parent/school complaints/issues questions	I	D	A	E	
8H	Effectively communicates with supervisors, co-workers and parents	I	D	A	E	
8I	Produces rational solutions based upon established criteria related to work responsibilities	I	D	A	E	

Step 2 Instructions: Circle Professional Growth components below that were ranked as priority domains for growth/professional learning.									Step 3 Instructions: Complete the three questions below.								
1A	1B	1C	1D	1E	1F				What are your strength areas in your position?								
	2B				2F												
3A	3B	3C	3D	3E	3F	3G	3H		List one or two growth areas on which you wish to focus for next year?								
4A	4B	4C	4D	4E	4F												
5A	5B	5C	5D	5E	5F	5G	5H										
6A	6B	6C	6D						How do you plan to improve in the growth area(s)?								
7A	7B	7C	7D	7E													
8A	8B	8C	8D	8E	8F	8G	8H	8I									

Employee Signature:	Date:
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**CLARK COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN - DISTRICT CERTIFIED PERSONNEL**

Employee Name	
Job Title	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

Professional Growth Goal: <ul style="list-style-type: none"> • What do I want to change about my practice that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are the measures of success? 	
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Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments)	Expected Student Growth Impact	Targeted Completion Date

Demonstrable			
Identify the documentation intended to demonstrate professional growth.			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> On-Going Self-Reflection	<input type="checkbox"/> PLC Documents
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Strategic Plan Documents
<input type="checkbox"/> Other: (please specify)			

Mid-Year Review – Progress Toward Professional Growth Goal		
Date	Status of Professional Growth Goal:	Revisions/Modifications:
Director Signature:		Date:

Superintendent Signature:	Date:
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Summative Reflection - Level of Attainment for Professional Growth Goal

Date	End of Year Reflection
	The target was: ___ Achieved ___ Revised ___ Continued

Director Signature:	Date:
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Superintendent Signature:	Date:
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Next Steps:

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Director Signature:	Date:
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Superintendent Signature:	Date:
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**CLARK COUNTY SCHOOLS
FORMATIVE EVALUATION
DISTRICT CERTIFIED PERSONNEL**

Employee Name	
Job Title	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

Performance Standards	Performance Level				Evidence
1: Strategic Leadership	I	D	A	E	
2: Instructional Leadership	I	D	A	E	
3: Cultural Leadership	I	D	A	E	
4: Human Resource Leadership	I	D	A	E	
5: Managerial Leadership	I	D	A	E	
6: Collaborative Leadership	I	D	A	E	
7: Influential Leadership	I	D	A	E	

Professional Growth Plan reviewed.

I agree with this evaluation.

I disagree with this evaluation.

Director Comments:

Superintendent Comments:

Director Signature:

Date:

Superintendent Signature:

Date:

**CLARK COUNTY SCHOOLS
FORMATIVE EVALUATION**

Director of Operations, Transportation, and School Safety-- Coordinator of District Support Services

Employee Name					
Job Title					
EPSB ID# (if applicable)					
Worksite/School					
School Year					
Date					
Performance Standards	Performance Level				Evidence
1: Strategic Leadership	I	D	A	E	
2: Instructional Leadership	I	D	A	E	
3: Cultural Leadership	I	D	A	E	
4: Human Resource Leadership	I	D	A	E	
5: Managerial Leadership	I	D	A	E	
6: Collaborative Leadership	I	D	A	E	
7: Influential Leadership	I	D	A	E	
8. Professional Responsibilities	I	D	A	E	
<input type="checkbox"/> Professional Growth Plan reviewed. <input type="checkbox"/> I agree with this evaluation. <input type="checkbox"/> I disagree with this evaluation. Director Comments: Superintendent Comments:					
Director Signature:				Date:	
Superintendent Signature:				Date:	

CLARK COUNTY SCHOOLS
SUMMATIVE EVALUATION – DISTRICT CERTIFIED PERSONNEL

Employee Name	
Job Title	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

Performance Standards	Performance Level				Evidence
1: Strategic Leadership	I	D	A	E	
2: Instructional Leadership	I	D	A	E	
3: Cultural Leadership	I	D	A	E	
4: Human Resource Leadership	I	D	A	E	
5: Managerial Leadership	I	D	A	E	
6: Collaborative Leadership	I	D	A	E	
7: Influential Leadership	I	D	A	E	

* Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan

<input type="checkbox"/> Professional Growth Plan reviewed. <input type="checkbox"/> I agree with this evaluation. <input type="checkbox"/> I disagree with this evaluation. Director Comments: Superintendent Comments:	
Director Signature:	Date:
Superintendent Signature:	Date:

Meets standards for re-employment

Does not meet standards for re-employment

CLARK COUNTY SCHOOLS

SUMMATIVE EVALUATION: Director of Operations, Transportation, and School Safety—Coordinator of District Support Services

Employee Name	
Job Title	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

Performance Standards	Performance Level				Evidence
1: Strategic Leadership	I	D	A	E	
2: Instructional Leadership	I	D	A	E	
3: Cultural Leadership	I	D	A	E	
4: Human Resource Leadership	I	D	A	E	
5: Managerial Leadership	I	D	A	E	
6: Collaborative Leadership	I	D	A	E	
7: Influential Leadership	I	D	A	E	
8. Professional Responsibilities	I	D	A	E	

* Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan

<input type="checkbox"/> Professional Growth Plan reviewed. <input type="checkbox"/> I agree with this evaluation. <input type="checkbox"/> I disagree with this evaluation. Director Comments: Superintendent Comments:	
Director Signature:	Date:
Superintendent Signature:	Date:

Meets standards for re-employment

Does not meet standards for re-employment