

Certified Evaluation Plan

2022-2023



**McCracken County
Public Schools**

Table of Contents

Topic	Page
Certified Evaluation Plan Assurances	3
Certified Evaluation Plan Committee	4
McCracken County Public Schools Certified Evaluation Plan	5
Certified Teacher and Other Certified School Level Professionals	8-13
Performance Criteria	13
Principal and Assistant Principal Certified Evaluation Procedures	14-17
Other District Certified Personnel Evaluation Procedures	18-24
Individual Corrective Action Plans	25-26
Evaluation Appeals Process	26-28
Appendix of Forms	29
Evaluation Forms	30-74

CERTIFIED EVALUATION PLAN ASSURANCES

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 12, 2020. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

EVALUATION PLAN REVIEW COMMITTEE

KRS 156.577 requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of the McCracken County Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan as adopted by the Board of Education; and (2) recommend improvements/changes.

Evaluation Contact Person

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

Michael Ceglinski, Assistant Superintendent

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Certified Evaluation Plan Review Committee

Teachers

Jennifer Lacey, Heath Elementary School

Lucinda Mills, McCracken Regional School

Deena Kendrick, Lone Oak Middle School

Jill Dobson, Concord Elementary School

Robert Trefil, McCracken County High School

Administrators

Brian Bowland, McCracken County Public Schools Director of Pupil Personnel

Tina Hayes, Director of Elementary Instruction

Jon Reid, Hendron Lone Oak Elementary School Principal

Kevin Jackson, House 2 Assistant Principal, McCracken County High School

McCracken County Public Schools' Certified Evaluation Plan

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

704 KAR 3:345; Section 4; (2) (a) The immediate evaluator of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel, selected by the primary evaluator, may be used to observe and provide information to the primary evaluator.

Roles and Definitions

- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
- **Certified Administrator:** 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.
- **Certified Evaluation Plan:** The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
- **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.
- **Contributor:** One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or evaluator.
- **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
- **Evaluatee:** Certified school personnel who is being evaluated.
- **Evaluator:** The primary evaluator pursuant to KRS 156.557(5)(c)2.
- **Evaluator certification:** successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formal Observation:** A process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan. A formal observation will be conducted openly and the evaluatee will have full knowledge of the observation.

- **Formative Evaluation:** Is defined by KRS 156.557(1)(a). A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
- **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
- **Individual Corrective Action Plan (ICAP)/Improvement Plan:** A plan for improvement developed by the evaluator, in collaboration with evaluatee as a result of "Ineffective" rating(s) on the summative evaluation or documented unsatisfactory performance observed at ANY time during the school year. Specific assistance and activities are identified and monitored for up to 12 months.
- **Kentucky Framework for Personnel Evaluation:** the statewide framework a school district uses to develop a local certified school personnel evaluation system.
- **Mini (Partial) Observation:** An observation conducted by a certified observer for approximately 20-30 minutes in length.
- **Observation:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination the data collected during one (1) or more classroom or worksite visits of ANY duration.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the EPSB pursuant to 16 KAR 3:050. This includes but not limited to school level guidance counselors, library media specialists, school psychologists, speech language pathologists, and school level instructional specialists.
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
- **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
 - "Exemplary": consistently exceed expectations for effective performance
 - "Accomplished": consistently meets expectations for effective performance
 - "Developing": inconsistently meets expectations for effective performance
 - "Ineffective": consistently fails to meet expectations for effective performance
- **Personnel Evaluation System or System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
- **Principal:** Certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving overall performance and leadership skills, aligned with performance measures 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, evaluate data, and the school and district data, produced in consultation with the evaluator.

- **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Signatures:** Signatures may be either hard-copy signatures or digital signatures through the district-approved technology platform.
- **Sources of Evidence or Source of Evidence:** the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings.
- **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.
- **Summative Evaluation:** Is defined by KRS 156.557(1)(d). The summary of, and conclusions from the evaluation data, including formative evaluation data that: occur at the end of an evaluation cycle; and include a conference between the evaluator and the evaluated certified employee. Employees shall have the opportunity for written response to the summative evaluation that shall be placed in the employee's personnel file.
- **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
- **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 pursuant to 16 KAR 2:010 or 16 KAR 2:020. Includes preschool and alternative settings certified teachers. KTIP, non-tenured, tenured, special educator
- **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

For Additional Definitions and Roles, please see 704KAR 3:370

All dates in the McCracken County Certified Evaluation Plan not bound by KRS, KAR, or Board Policy are subject to change due to inclement weather or unforeseen circumstances.

CERTIFIED TEACHER AND OTHER CERTIFIED SCHOOL LEVEL PROFESSIONALS

Certified Evaluation Plan for Teachers & Other School Level Professionals

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

Orientation

Administrators or designee will conduct an orientation session to acquaint certified employees with the evaluation process will be conducted by administrators no later than the end of the **first thirty (30) calendar days of reporting for employment each school year**. All new employees hired during the school year will receive training within their first month of employment by the immediate supervisor or designee.

Teachers and Other Professionals -Overview and Summative Model

There are neither numbers nor percentages that dictate performance ratings on performance measures and an overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgment based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of performance ratings on performance measures and an overall rating is paramount in this process.

The Kentucky Framework for Teaching

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

levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

Optional District Determined Sources of Evidence

- Attendance/Punctuality
- Demonstration of Effective Planning of Curricula
- Instructional Walkthrough Data
- Lesson Plans
- Minutes from Professional Learning Community Meetings
- Evidence of Parent Communication
- Benchmark Assessment Data
- Professional Development Participation
- Other Sources as Collaboratively Determined by Evaluator and Evaluatee

Additional information related to sources of evidence may be found throughout the Certified Evaluation Plan.

All components and sources of evidence supporting an educator's overall performance will be completed and recorded in the district-approved technology or recorded in the district-approved documents

Professional Practice

Professional Growth Planning and Self-Reflection

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

The teacher reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus and collaborates with his or her administrator to develop, implement, modify, and continue as appropriate a professional growth plan and action steps. The teacher will conduct a summative reflection on the degree of goal attainment and the implications for next steps.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- Reflection and professional growth planning may begin as early as May 1st for the following year for returning teachers.
- All teachers will document (minimum of one) self-reflection and professional growth planning in district technology platform or district document by October 15 (or within 60 days for those hired after September 1) with alignment to the schools and/or district improvement plan.
- Summative reflection of professional growth plan addressing the level of goal attainment is to be submitted on a district form or in the district-approved technology platform no later than “closing day.” A supervisor may require this step to be completed at an earlier date.
- If a late hire or leave of absence interrupts the ability to complete the reflective practice and professional growth planning by the established timeline, then the reflective practice and professional growth planning timeline may be adjusted by the principal or designee with superintendent’s approval.

Observations

The observation process is one source of evidence to determine teacher effectiveness. The observation will provide documentation and feedback to measure the effectiveness of a teacher’s professional practice. The observation model will follow the following:

- All observations will be conducted openly.
- All observations must be documented in district or state approved technology platform or district document.
- There will be a minimum of 3 observations in the summative cycle for one-year summative teachers and 3 observations in the summative cycle for three-year summative teachers
- The full class period observation must occur in the final year of the summative evaluation cycle.
- The remaining 2 observations for one-year summative teachers and 2 observations for three-year summative teachers may be partial-observations.
- The summative cycle for three-year summative teachers is a minimum of once every 3 years; annually for one-year summative teachers, employees on a corrective action plan, and administrators.

All employees shall be afforded an opportunity to review their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee’s personnel file.

Observation Conferencing

- Pre-observation conferences are to take place prior to full observations.
- Pre-observation conferences may be in person or through written or electronic correspondence for one-year summative teachers. Pre-observations may be in person or through written or electronic correspondence for three-year summative teachers.
- Pre-observations may take place at any time prior to the observation.
- Post-observation conferences are to take place within five (5) working days.
- Post-observation conferences are to be conducted in person.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle, and after consideration has been given to all sources of evidence.

Observation Schedule

- Observations may begin after teachers have been notified of the observation process.
- Two partial-observations and a final/formal observation are to take place annually by March 31 for one-year summative teachers as part of the summative cycle.
- The final/formal observation is to be conducted after the required partial-observations have been completed for one-year summative teachers.
- Two partial-observations and one final/formal observation are to be conducted by the evaluator during the summative cycle for three-year summative teachers.
- The final/formal observation is to be conducted after the two required partial-observations, and is to take place by closing day in the final year of the summative cycle for three-year summative teachers.
- A minimum of one principal mini observation each year is all that is required for returning part-time retired certified teachers or adjunct teachers who are hired in a part-time position or less than part-time position.
- The Principal or designee may conduct additional mini or full observations.
- Domains 2 and 3 are to be included in observations. Domains 1 and 4 may be included as applicable.

KTIP Teachers

Observations will be conducted according to criteria set forth by Kentucky's Educational Professional Standards Board (EPSB), as well as associated KRS and/or KAR.

Late Hires

- Any one-year summative teacher hired before the 60th day of instruction will have all observations.
- A Supervisor may eliminate one of the required mini (partial) observations on a teacher hired after the 60th day of instruction, and two for late hires after the first semester.
- If a teacher misses 60 consecutive school days throughout the year the supervisor may eliminate one of the required observations.

Observer Certification and Training

Observers will hold the appropriate certifications and trainings required to observe certified personnel in accordance with statutes, regulations, and policies.

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

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

Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Performance Measures of Planning, Environment, Instruction and Professionalism. The ratings of these performance measures will have rules applied to their ratings (see chart below) to inform decision rules.

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 will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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

An educator's Overall Performance Rating is determined using the following criteria for determining a teacher's or other school level professional's rating:

- Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and

professional judgment based on evidence to determine the teacher’s or other school level professional’s final Overall Summative Rating.

If....	Then....
Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

Performance Criteria

Performance criteria means the areas, skills or outcomes on which certified personnel below the level of superintendent are evaluated. The performance criteria characterize professional effectiveness and must be provided to evaluatees and based upon KRS 156.557.

Requirements:

The criteria for each performance measure (Planning, Environment, Instruction, and Professionalism) are derived from:

- a. the Kentucky Framework for Teaching (KTIP, non-tenured, tenured, special educator)

- b. the Kentucky Framework for Teaching: Specialist Frameworks (guidance counselor, instructional specialist, library media specialist, speech language pathologist, school psychologist)
- c. the Professional Standards for Educational Leaders (principal, assistant principal)
- d. the District Administration Standards (see District Administrator section)

PRINCIPAL AND ASSISTANT PRINCIPALS CERTIFIED EVALUATION PLAN

Principal and Assistant Principals

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

Orientation

Superintendent or designee/Principal will conduct an orientation session to acquaint Principals/Assistant Principals with the evaluation process will be conducted no later than the end of the **first thirty (30) calendar days of reporting for employment each school year**. All new Principals/Assistant Principals hired during the school year will receive training within their first month of employment by the immediate supervisor or designee.

Overview and Summative Model

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

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

Roles and Definitions

Administrator: means 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 16 KAR 3:050

Evaluator: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.

Superintendent/Superintendent's Designee: means an administrator who devotes the majority of employed time in the role of Superintendent/Assistant Superintendent, for which Superintendent certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050. The Superintendent is the primary evaluator for principals, but may assign an Assistant Superintendent to be the primary evaluator as the Superintendent's Designee.

Evaluated: district/school personnel being evaluated.

Professional Growth Plan: An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator

Self-Reflection: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

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, 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.

- All principals and assistant principals will participate in self-reflection and professional growth planning each year.
- The Self Reflection and Professional Growth Plan should be completed and submitted by October 15 and within 60 days of being hired for principals hired after September 1.
- Principals meet with supervisor to review draft self-reflection and professional growth plan. The review may be face-to-face or electronic. After principals submit their PGP and self-reflections in the District approved technology platform or district forms, the supervisor will approve or ask the principal to revise prior to approval.

- Supervisor will monitor the Professional Growth Plan and self-reflections and make comments/provide feedback as necessary to help guide professional judgment in the summative rating.

Site-Visits – completed by supervisor of principal and/or assistant principal

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

- At least two (2) site visits will be conducted by the Superintendent/Designee for each Principal and by the Principal for each Assistant Principal.
- The first site visit will occur by December 15th and the second by March 15th.
- A conference will be held within 5 school days after each site visit to provide the feedback based on what was observed during the visit. If available, feedback during the conference may include: self-reflection, PGP progress, and/or evidences related to the principal standards.
- The Professional Standards for Educational Leaders will be discussed during the conference as to what was observed and allowing the principal/assistant principal to share other forms of evidence connecting practices to the standards.
- Principals/Assistant Principals hired after January 1 will only be required to have one formal site visit completed.
- Supervisor will document in the district forms or district technology platform key evidences related to standards

Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each Principal/Assistant Principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the Principal's/Assistant Principal's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the principal's/Assistant Principal's performance against the Performance Measures.

Rating Professional Practice

Supervisors and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Performance Measure at the culmination of a principal's cycle.

Evaluators are to use multiple sources of evidence in determining overall ratings.

The following chart depicts sources of evidence and minimum criteria for determining the professional practice rating.

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: The Professional Standards for Educational Leaders	Standard 1 Mission, Vision, and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction, and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful engagement of families and community

Performance Measures Planning and Environment Only

In order to determine the rating for the Planning Performance Measure and Environment Performance Measure, the following decision rules will be applied.

If....	Then
One standard is rated Developing, and one standard is rated Accomplished	Environment / Professionalism Performance Measure shall be rated Accomplished
One standard is rated Developing, and one standard is rated Exemplary	Environment / Professionalism Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one standard is rated Exemplary	Environment / Professionalism Performance Measure shall be rated Exemplary
One Standard is rated as Ineffective	Environment / Professionalism Performance Measure shall not be ANY higher than Accomplished
Two standards are rated Ineffective	Environment / Professionalism Performance Measure shall be Ineffective

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the superintendent or designee/principal or designee will use the following decision rules as a guide and professional judgment based on evidence to determine the principal's/assistant principal's final Overall Summative Rating.

If....	Then....

Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

The principal's or assistant principal's overall rating will be documented **no later than June 15th**

Other District Certified Personnel

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 certified district employee. 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 Standards.

Orientation

Superintendent or designee will conduct an orientation session to acquaint Other District Certified Personnel with the evaluation process will be conducted no later than the end of the **first thirty (30) calendar days of reporting for employment each school year**. All new Other District Certified Personnel hired during the school year will receive training within their first month of employment by the immediate supervisor or designee.

Determining Other Certified District Personnel Performance Standards

Each Certified District Staff member along with his or her evaluator will collaborate to determine the best standards based on the job responsibilities of the position held. For example, the Chief Academic Officer in collaboration with the District Superintendent may decide to use the Superintendent Effectiveness Standards as the focus of his or her Certified Evaluation Plan process for the year.

The standards must be nationally recognized as well as grounded in research for district and school improvement (I.E. Kentucky NxG Superintendent Effectiveness Standards, Council for Exceptional Children Advanced Professional Standards: Special Education Administration Specialist or Gifted Education; or Kentucky Framework for Teaching Specialist Framework for Other Professionals).

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 certified District staff member's professional practice will be situated within one or more of the standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

- NOTE: If both the evaluator and evaluatee identify standards other than the following, both the evaluator and evaluatee must conduct an alignment of the Performance Criteria which are the Standards to the Four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism.
 - Kentucky NxG Superintendent Effectiveness Standards;
 - Council for Exceptional Children Advanced Professional Standards: Special Education Administration Specialist
 - Council for Exceptional Children Advanced Professional Standards: Gifted Education
 - Kentucky Framework for Teaching Specialist Framework for Other Professionals
- The alignment must be approved by the McCracken County Board of Education prior to ANY evaluation activities.

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 the certified District staff member responds 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 certified District staff member performance. These factors may include district-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
 - Reflective Practice and Professional Growth Plan

- Workplace Visit

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

- Other Measures of District/School Improvement
- Products of Practice
- Local Impact Goal data
- Other Sources

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, 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.

- All certified district staff will participate in Self-Reflection and Professional Growth Planning each year.
- The Self Reflection and Professional Growth Plan should be completed and submitted by October 15 and within 60 days if hired after September 1.
- If a late hire or leave of absence interrupts the ability to complete the reflective practice and professional growth planning by the established timeline, then the reflective practice and professional growth planning timeline may be adjusted.
- An Evaluation Adjustment Form must be completed in writing, signed/dated by evaluate and evaluator, and approved by the Superintendent.
- Certified district staff and supervisor review draft self-reflection and professional growth plan. The review may be face-to-face or electronic. After submitting their PGP and self-reflections in the District approved technology platform or district forms, the supervisor will approve or request revisions prior to approval.
- Supervisor will monitor the Professional Growth Plan and Self-Reflections and make comments/provide feedback as necessary to help guide professional judgment in the summative rating.

Other Certified District Personnel Professional Practice

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

Other Certified District Personnel Workplace Visit

Workplace visits (site visits) are a method by which the superintendent or designee may gain insight into the certified district staff member's practice in relation to the standards. During a workplace visit, the superintendent or designee will discuss various aspects of the job with the certified district staff member, and will use the district staff member responses to determine issues to further explore with the faculty and staff. Additionally, the district staff member may explain the successes and trials experienced in relation to school

improvement. Workplace visits are conducted by the superintendent or designee for each district staff member every year, and utilize the following protocol(s):

- Workplace visit will occur at a minimum of once (1) per year to be completed no later than April 15 for certified district personnel without an administrator certification or June 15th for certified district personnel with administrator certification. Certified District staff on an annual summative cycle are to have a minimum of three (3) site visits per year.
- The workplace visit will focus at minimum on the certified district staff member’s identified targeted performance standard(s).
- Following a workplace visit a post-visit conference shall occur. During the post-visit conference, evidence towards the district staff member’s identified targeted performance standard(s) will be reviewed.
- Late Hires and Leaves of Absence
 - If the late hire or leave of absence interrupts the ability to complete the formal site-visit by the established timeline, then the formal site-visit timeline may be adjusted.
 - An Evaluation Adjustment Form must be completed in writing, signed/dated by evaluate and evaluator, and approved by the Superintendent.
 -

Determining the Overall Performance Rating for Other Certified District Personnel

Evaluators are responsible for determining an Overall Performance Rating for each certified district staff member at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the identified standards. The following charts represent the alignment of standards to the four performance measures based on the Kentucky NxG Superintendent Effectiveness Standards; CEC Advance Standards: Special Education Administration Specialist Standards; CEC Advance Standards: Gifted Education; or Kentucky Framework for Teaching Specialist Frameworks for Other Professionals:

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: Kentucky NxG Superintendent Effectiveness Standards	Standard 1: Strategic Leadership Standard 4: Human Resource Leadership Standard 5: Managerial Leadership	Standard 3: Cultural Leadership Standard 6: External Development Leadership	Standard 2: Instructional Leadership	Standard 7: Micropolitical Leadership

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Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: CEC Advanced Standards: Special Education Administration Specialist/ Gifted Education	Standard 3: Programs, Services, and Outcomes	Standard 7: Collaboration	Standard 1: Assessment Standard 2: Curricular Content Knowledge	Standard 4: Research and Inquiry Standard 5: Leadership and Policy Standard 6: Professional and Ethical Practice

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: KY Framework for Teaching Specialist Framework for Other Professionals	Domain 1: Planning & Preparation	Domain 2: The Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities

- Using the sources of evidence for the Other Certified District Evaluatee, evaluators will use professional judgment to determine a rating for each of the Performance Criteria.
- The Other Certified District Evaluatee may provide sources of evidence for the identified Standards to the evaluator. The evaluator will determine if sources of evidence are needed to support non-targeted Standard(s).
- Each Performance Measure is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the Performance Criteria Standards.

Performance Measures supported with more than one Performance Criteria Decision Rules

When there are more than two Performance Criteria Standards aligned to a Performance Measure, the following decision rules will apply in order to determine the rating for the Performance Measure:

If....	Then
One standard is rated Developing, and one or more standard(s) is/are rated Accomplished	The Performance Measure shall be rated Accomplished
One standard is rated Developing, and one or more standard(s) is/are rated Exemplary	The Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one or more standard(s) is/are rated Exemplary	The Performance Measure shall be rated Exemplary
Two standards are rated Developing	The Performance Measure shall be rated Developing
One Standard is rated as Ineffective	The Performance Measure shall not be ANY higher than Accomplished
Two standards are rated Ineffective	The Performance Measure shall be Ineffective

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgment based on evidence to determine the Other Certified District evaluatee’s Overall Summative Rating:

If....	Then....
Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

Individual Corrective Action Plans

An Individual Corrective Action Plan must be developed when an evaluatee receives a “does not meet” or “Ineffective” rating on the Summative Evaluation Form or when immediate action is necessary to correct a deficiency. The evaluatee will continue to work toward the goals specified in the plan until such time that the evaluator determines that the goals have been met and the evaluatee’s performance rating on a Summative Evaluation Form is above “does not meet” or “Ineffective.” **McCRACKEN COUNTY INDIVIDUAL CORRECTIVE ACTION PLAN**

For: _____ Date: _____ Work Site: _____

Performance Standard	*Present PG Stage:	Growth Objective/Goal(s) (Describe desired outcome)	Procedures and Activities for Achieving Goals and Objectives	Appraisal Method and Target Dates

Attach More Pages if Necessary

Employee’s Comments:

Evaluator's Comments:

This individual professional growth plan is aligned with the improvement and/or professional development plans of the school/district.

Individual Corrective Plan Developed	Status Achieved	Revised	Continued
_____	_____	_____	_____
Employee Signature	Employee Signature	Employee Signature	Date
_____	_____	_____	_____
Evaluator's Signature	Evaluator's Signature	Evaluator's Signature	Date
_____	_____	_____	_____

* Professional Growth Plan Stages:

O-Orientation/Awareness A-Preparation/Application I-Implementation/Management R-Refinement/Impact

Evaluation Appeals Process

The McCracken County Evaluation Appeals Process shall comply with KRS 156.101, KRS 156.557, 704 KAR 3:345, and Board Policy 03.18.

Certified Employee Evaluation Advisory Appeals Panel

An advisory appeals panel shall be in place by July 1st prior to the beginning of each school year to allow certified personnel who receive an unsatisfactory Summative Evaluation a timely review of their evaluation. The Evaluation Advisory Appeals Panel shall consist of three members. Two (2) members and alternates shall be elected to the panel by the total certified staff through nominations and voting by the certified staff. One (1) certified staff member and one (1) certified employee alternate shall be appointed by the Board of Education. Terms shall be for one year and begin on July 1 and run through June 30. The Board-appointed member shall be the chairman of the panel.

Appeals Procedure

The following are the steps of the appeals procedure:

- Certified employees who believe they have received an unfair summative evaluation can appeal within five (5) working days of receipt of the evaluation.

- Appeals shall be on a form formulated by the Superintendent. No member of the panel shall serve on any appeal in which he/she was the evaluator.
- No member of the panel shall serve on any appeal brought by the member's immediate family as defined in Board Policy 03.18.
- Within three (3) working days of receiving written notification of the appeal, the chairman of the appeals panel shall notify other members of the panel and schedule a meeting to review the appeal. The review shall occur within five (5) working days of receipt of appeal notification by the appeals panel chairman. Additionally, the chairman will request documentation from the evaluator to support his/her evaluation decisions.
- By mutual written consent the appeals process may be terminated at any points.
- Copies of all supporting documentation (from the evaluator and the appealing employee) shall be made available to all panel members for screening prior to the review. All original documentation will be held in a secure location in the Central Office. All documents will be handled with the utmost confidentiality.
- If, by a majority vote, the appeals panel agrees that a hearing is needed, the following procedures shall be followed:
- A hearing will occur within five (5) working days of the appeals panel review meeting.
- Only the appeals panel, the appealing employee, the appealing employee's chosen representative (optional), and the evaluator will be present during the hearing.
- The appealing employee and the evaluator will be allowed to make statements in his/her own behalf. The appeals panel may ask questions of either party. Cross-examination by the appealing employee or the evaluator will not be permitted.
- The appeals panel chairman will be responsible for the audio recording of the hearing. A recording of the hearing will be made available to the appealing employee and the evaluator upon request.
- After statements have been made by the parties involved and questions of the appeals panel answered, the appeals panel shall meet in closed session to prepare a written response to submit to the Superintendent, the appealing employee and the evaluator. The panel's response shall be delivered to all parties within two (2) working days of the hearing.
- The panel shall make a recommendation to the Superintendent within fifteen (15) working days from the date of filing the appeal. If the Superintendent is the evaluator, the recommendation of the panel shall go directly to the Board of Education
- The Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
- The Superintendent shall be allowed to hold a conference with parties concerned or order a new evaluation by a second certified evaluator. If a new evaluation is made, both evaluations shall be placed in the employee's personnel file or the Superintendent may choose to uphold the original. A third party evaluator may be appointed.
- The appealing employee may appeal the panel's recommendation to the Superintendent and/or the Kentucky Board of Education appeals panel.

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel. The completed form must be delivered to the Superintendent within five (5) working days of receipt of the summative evaluation.

Employee's Name _____ _____		
Home Address _____ _____		
Job Title _____	Building _____	Grade/Department _____

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

If additional space is needed, attach extra sheet.

Date you received the summative evaluation: _____

Name of Evaluator: _____ Date: _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Employee Signature

Date

Appendix

Table of Contents

<u>Appendix</u>	30
Documents for Teachers	
Pre-Observation Document	31
Post-Observation Conference Document	32
Formal Observation Document	33
Informal Observation Document	35
Professional Growth Plan	36
Framework for Teachers	38
Summative Rating Form	39
Documents for Other Professionals	
Pre-Observation Document	40
Formal Observation/Site Visit Document	41
Informal Observation/Site Visit Document	43
Professional Growth Plan	44
Summative Rating Form	46
Instructional Coach	
Post-Observation Form	47
Framework for Instructional Coaches	48
Guidance Counselor	
Post-Observation Form	49
Framework for Guidance Counselors	50
Library Media Specialist	
Post-Observation Form	51

Framework for Library Media Specialist	52
Speech Language Pathologist	
Post-Observation Form	53
Framework for Speech Language Pathologists	54
School Psychologist	
Formative Instrument	55
Summative Rating Form	57
Principal/Assistant Principal	
Reflective Practice and PGP Template	58
Site Visit Form	60
Summative Rating Form	61
District Certified Administrator	
Evaluation Instrument	62
Summative Evaluation Form	65
Professional Growth Plan	66
Self-Reflection	67
Professional Code of Ethics	68
Board of Ed. Certified Policy	69

Teacher Pre-Observation Document for Scheduled Observations

Directions: If a pre-conference occurs, the evaluate shall complete the Pre-observation Document for scheduled observations prior to the pre-conference or submit to the observer for electronic pre-conferences.

Teacher	Grade Level/Subject(s)	School
Observer	Pre-Conference Date	Observation Date
Observation Type: ___ In Person ___ Electronic		
Observation Type	Informal	Formal
Kentucky Framework for Teaching Guiding Questions		
Domain 1: Planning		
1	What are the learning targets and standard(s) for this lesson? (Component 1C)	
2	What instructional materials/resources will you use? (Attach sample materials you will be using in the lesson.) (Component 1D)	
3	What information, specific to your students' backgrounds, skills, and interests, have you taken into consideration? (Component 1B)	

4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)
5	What learning experiences will engage students to reach the intended outcomes? (Component 1E)
6	How will students be assessed for this lesson? (Attach any tests or performance tasks, with rubrics of scoring guides.) (Component 1F)
7	How will you use the results of the assessment? (Component 1F)
8	List any specific teaching behaviors you would like monitored.
Domain 4: Professional	
9	Will this lesson serve as evidence for your Professional Growth Plan? If so, please explain.

 Evaluatee's Signature/Date

 Observer's Signature/ Date

Teacher Post-Observation Conference Document

Directions: The observee shall complete the self-reflection questions after each observation in preparation for the post-conference.

Teacher	Grade Level/Subject(s)	School
Observer	Observation Date	Post-Conference Date
Observation Type	Informal	Formal
Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4		
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)	
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)	
3	If you had the opportunity to teach this lesson again, is there anything that you would differently? What/Why? (Component 4A)	

Evaluator's Formative Observation Rating

Domain 2: Environment	Rating:					Domain 3: Instruction	Rating:				
A: Environment of Respect and Rapport	I	D	A	E	N A	A: Communicating with Students	I	D	A	E	N A
B: Establishing a Culture for Learning	I	D	A	E	N A	B: Using Questioning and Discussion Techniques	I	D	A	E	N A

C: Managing Classroom Procedures	I	D	A	E	N A	C: Engaging Students in Learning	I	D	A	E	N A
D: Managing Student Behavior	I	D	A	E	N A	D: Using Assessment in Instruction	I	D	A	E	N A
E: Organizing Physical Space	I	D	A	E	N A	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N A
Domain 1: Planning	Comments/Ratings:										
Domain 4: Professional	Comments/Ratings:										

 Observee's Signature/ Date

 Observer's Signature/Date

Teacher Formal Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	I	D	A	E	Comments:
1A Knowledge of Content and Pedagogy					
1B Demonstrating Knowledge of Students					
1C Setting Instructional Outcomes					
1D Demonstrating Knowledge of Resources					
1E Designing Coherent Instruction					
1F Designing Student Assessment					

Overall Domain Comments:

Domain 2: Environment	I	D	A	E	Comments:
2A Creating an Environment of Respect and Rapport					
2B Establishing a Culture for Learning					
2C managing Classroom Procedures					
2D Managing Student Behavior					
2E Organizing Physical Space					
Overall Domain Comments:					

Domain 3: Instruction	I	D	A	E	Comments:
3A Communicating with Students					
3B Using Questioning and Discussion Techniques					
3C Engaging Students in Learning					
3D Using Assessment in Instruction					
3E Demonstrating Flexibility and Responsiveness					
Overall Domain Comments:					

Domain 4: Professionalism	I	D	A	E	Comments:
4A Reflecting on Teaching					
4B Maintaining Accurate Records					

4C Communicating with Families					
4D Participating in the Professional Community					
4E Growing and Developing Professionally					
4F Showing Professionalism					
Overall Domain Comments:					

Overall / Miscellaneous Comments

--

Teacher Signature

Date

Observer Signature

Date

Teacher Informal Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced	Observation Date

Indicate the rating for each Performance Measure

Domain 2: Environment	I	D	A	E	Comments:
2A Creating an Environment of Respect and Rapport					
2B Establishing a Culture for Learning					
2C Managing Classroom Procedures					
2D Managing Student Behavior					
2E Organizing Physical Space					

Overall Domain Comments:

Domain 3: Instruction	I	D	A	E	Comments:
3A Communicating with Students					
3B Using Questioning and Discussion Techniques					
3C Engaging Students in Learning					
3D Using Assessment in Instruction					
3E Demonstrating Flexibility and Responsiveness					
Overall Domain Comments:					

Additional Comments

Evaluatee Signature

Date

Observer Signature

Date

Professional Growth Plan for Teachers

Teacher: _____

Date: _____

School: _____

Directions: Complete Parts A and B to identify the professional area(s) of growth. Then write your Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Part A: Initial Reflection – Establishing Priority Growth Needs

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
1: Planning	1 A	1 B	1 C	1 D	1 E	1F	
2: Environment	2 A	2 B	2 C	2 D	2 E		
3: Instruction	3 A	3 B	3 C	3 D	3 E		
4: Professional	4 A	4 B	4 C	4 D	4 E	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 Statement:	
--	--

What do I want to change about my instruction that will effectively impact student learning?	
What is my personal learning necessary to make that change?	
How will I show growth with this goal?	

Action Plan		
	Resources/Support	Targeted Completion Date
Professional Learning		
Measures of Goal Attainment (Tools/Instruments):		
Demonstrable: Identify the documentation intended to demonstrate your professional growth.		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague(s)	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Student Data Growth Goal	<input type="checkbox"/> Other: (please specify)	

 Evaluatee's Signature

 Date

 Evaluator's Signature

 Date

Part C: End of Year Reflection – Level of Attainment for Professional Growth Goal
 – What progress have you made toward your goal? To what extent did you achieve your goal?

Reflection notes

Part D: End of Year Evaluator Feedback

Evaluator's Feedback

Next Steps: Circle Appropriate Description		
Achieved	Revised	Continued

Evaluatee's Signature

Date

Evaluator's Signature

Date

Framework for Teaching

Domain 1: Planning	Domain 2: Environment	Domain 3: Instruction	Domain 4: Professional
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<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students iv. Lesson and Unit Structure <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning 	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources 	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence 	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records <p>C. Communicating with Families</p> <ul style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession <p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations
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SUMMATIVE RATINGS for TEACHERS

Evaluatee Name: _____

Evaluator Name: _____

Directions: Evaluator will assign an Overall Summative Rating by following the three-step guidance below																													
<u>Step 1: Assign the Overall Rating for each Performance Measure:</u>																													
<table border="1"> <thead> <tr> <th>Performance Measures</th> <th colspan="4">Overall Rating</th> </tr> </thead> <tbody> <tr> <td>Planning</td> <td>Ineffective</td> <td>Developing</td> <td>Accomplished</td> <td>Exemplary</td> </tr> <tr> <td>Environment</td> <td>Ineffective</td> <td>Developing</td> <td>Accomplished</td> <td>Exemplary</td> </tr> <tr> <td>Instruction</td> <td>Ineffective</td> <td>Developing</td> <td>Accomplished</td> <td>Exemplary</td> </tr> <tr> <td>Professionalism</td> <td>Ineffective</td> <td>Developing</td> <td>Accomplished</td> <td>Exemplary</td> </tr> </tbody> </table>					Performance Measures	Overall Rating				Planning	Ineffective	Developing	Accomplished	Exemplary	Environment	Ineffective	Developing	Accomplished	Exemplary	Instruction	Ineffective	Developing	Accomplished	Exemplary	Professionalism	Ineffective	Developing	Accomplished	Exemplary
Performance Measures	Overall Rating																												
Planning	Ineffective	Developing	Accomplished	Exemplary																									
Environment	Ineffective	Developing	Accomplished	Exemplary																									
Instruction	Ineffective	Developing	Accomplished	Exemplary																									
Professionalism	Ineffective	Developing	Accomplished	Exemplary																									
<u>Step 2: Apply the Overall Performance Measure criteria below to determine Overall Summative Rating</u>																													
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Evaluator Comments:																													
Evaluator Signature:			Date																										
Evaluatee Comments:																													

Evaluatee Signature:		Date:	

Other Professionals Pre-Observation Document for Scheduled Observations

Directions: If a pre-conference occurs, evaluatees shall complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre-conferences, email the document to the observer.

Other Professional	Position	School
Observer	Pre-Conference Date	Observation Date
Pre-Conference Type: _____ In person _____ Electronic		
Observation Type	Informal	Formal

Questions for Discussion:	Notes:
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Describe how the activities/work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the workplace visit?	

Evaluatee's Signature Date

Observer's Signature Date

Other Professionals Formal Observation & Formal Site Visit Document

Other Professional	Evaluator	School
Position		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	I	D	A	E	Comments:
1A Demonstrating knowledge of current trends in specialty area and professional development					
1B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
1C Establishing goals for the instructional support program appropriate to the setting and the teachers served					
1D Demonstrating knowledge of resources both within and beyond the school and district					
1E Planning the instructional support program integrated with the overall school program					
1F Developing a plan to evaluate the instructional support program					
Overall Domain Comments:					

Domain 2: Environment	I	D	A	E	Comments:
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					

2C Establishing clear procedures for teachers to gain access to the instructional support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
Overall Domain Comments:					

Domain 3: Instruction	I	D	A	E	Comments:
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Domain 4: Professionalism	I	D	A	E	Comments:
4A Reflecting on practice					
4B Preparing and submitting budgets and reports					
4C Coordinating work with other instructional specialist					
4D Participating in a professional community					

4E Participating in professional development					
4F Showing professionalism including integrity and confidentiality					
Overall Domain Comments:					

Overall / Miscellaneous Comments

 Evaluatee Signature

 Date

 Observer Signature

 Date

Other Professionals Informal Observation or Site Visit Document

Other Professional	Evaluator	School
Position	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced	Observation Date

Indicate the rating for each Performance Measure

Domain 2: Environment	I	D	A	E	Comments:
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					
2C Establishing clear procedures for teachers to gain access to the instructional support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
Overall Domain Comments:					

Domain 3: Instruction	I	D	A	E	Comments:
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					

3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Additional Comments

Evaluatee Signature

Date

Observer Signature

Date

Professional Growth Plan for Other Professionals

Teacher: _____

Date: _____

School: _____

Directions: Complete Parts A and B to identify the professional area(s) of growth. Then write your Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Part A: Initial Reflection – Establishing Priority Growth Needs

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
1: Planning	1A	1 B	1 C	1 D	1 E	1 F	
2: Environment	2A	2 B	2 C	2 D	2 E		
3: Delivery of Service	3A	3 B	3 C	3 D	3 E		
4: Professional	4A	4 B	4 C	4 D	4 E	4 F	
<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 Statement:	
What do I want to change about my instruction/ practice that will effectively impact student learning?	
What is my personal learning necessary to make that change?	
How will I show growth with this goal?	

Action Plan		
	Resources/Support	Targeted Completion Date

Professional Learning		
Measures of Goal Attainment (Tools/Instruments):		
Demonstrable: Identify the documentation intended to demonstrate your professional growth.		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

 Evaluatee's Signature

 Date

 Evaluator's Signature

 Date

Part C: End of Year Reflection – Level of Attainment for Professional Growth Goal
 – What progress have you made toward your goal? To what extent did you achieve your goal?

Reflection notes

Part D: End of Year Evaluator Feedback

Evaluator's Feedback

Next Steps: Circle Appropriate Description

Achieved	Revised	Continued
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Evaluatee's Signature

Date

Evaluator's Signature

Date

SUMMATIVE RATINGS for OTHER PROFESSIONALS

Evaluatee Name: _____

Evaluator Name: _____

Directions: Evaluator will assign an Overall Summative Rating by following the three-step guidance below

Step 1: Assign the Overall Rating for each Performance Measure:

Performance Measures	Overall Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Delivery of Service/Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the Overall Performance Measure criteria below to determine Overall Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating

If...	Then...
Environment <u>and</u> Instruction are rated <i>Ineffective</i>	summative rating shall be <i>Ineffective</i>
Environment <u>or</u> Instruction are rated <i>Ineffective</i>	summative rating is <i>Developing</i> or <i>Ineffective</i>
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Step 3: Using the criteria in step 2 assign the Overall Summative Rating

Overall Summative Performance Rating	Ineffective	Developing	Accomplished	Exemplary

Evaluator Comments:

Evaluator Signature:

Date

Evaluatee Comments:			
Evaluatee Signature:		Date:	

Guidance Counselor Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Guidance Counselor		School	
Observer	Post-conference Date	Observation Date	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, 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?	

Evaluator's Formative Observation Rating

Domain 2: Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N A	A: Assessing Student Needs	I	D	A	E	N A
B: Establishing a Culture for Productive Communication	I	D	A	E	N A	B: Assisting with Academic, Personal, Social & Career Plans	I	D	A	E	N A
C: Managing Routines and Procedures	I	D	A	E	N A	C: Using Counseling Techniques	I	D	A	E	N A
D: Establishing Standards of Conduct Throughout School	I	D	A	E	N A	D: Brokering Resources to Meet Needs	I	D	A	E	N A
E: Organizing Physical Space	I	D	A	E	N A	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N A

Domain 1: Planning	Comments/Ratings:
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Domain 4: Professional	Comments/Ratings:
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Other Professional's Signature

Date

Evaluator's Signature

Date

Framework for Guidance Counselors

Domain 1 Planning & Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
<ul style="list-style-type: none"> A. Demonstrating knowledge of counseling theory and techniques B. Demonstrating knowledge of child and adolescent development C. Establishing goals for the counseling program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district E. Planning the counseling program integrated with the regular school program F. Developing a plan to evaluate the counseling program 	<ul style="list-style-type: none"> A. Creating an environment of respect and rapport B. Establishing a culture for productive communication C. Managing routines and procedures D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school E. Organizing physical space 	<ul style="list-style-type: none"> A. Assessing student needs B. Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs C. Using counseling techniques in individual and classroom programs D. Brokering resources to meet needs E. Demonstrating flexibility and responsiveness 	<ul style="list-style-type: none"> A. Reflecting on practice B. Maintaining records and submitting them in a timely fashion C. Communicating with families D. Participating in a professional community E. Engaging in professional development F. Showing professionalism

Library/Media Specialist Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Library/Media Specialist		School	
Observer	Post-conference Date	Observation Date	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, 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?	

Evaluator's Formative Observation Rating

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

Domain 1: Planning	Comments/Ratings:
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Domain 4: Professional	Comments/Ratings:
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Other Professional's Signature

Date

Evaluator's Signature

Date

Framework for Library Media Specialists

Domain 1 Planning & Preparation	Domain 2 The Library Environment	Domain 3 Instruction/Delivery of Service	Domain 4 Professional Responsibilities
<ul style="list-style-type: none"> A. Demonstrating knowledge of content curriculum and process B. Demonstrating knowledge of students C. Supporting instructional goals D. Demonstrating knowledge and use of resources E. Demonstrating knowledge of literature and lifelong learning F. Collaborating in the design of instructional experiences 	<ul style="list-style-type: none"> A. Creating an environment of respect and rapport B. Establishing a culture for learning C. Managing library procedures D. Managing student behavior E. Organizing physical space 	<ul style="list-style-type: none"> A. Communicating clearly and accurately B. Using Questioning and research techniques C. Engaging students in learning D. Assessment in instruction E. Demonstrating flexibility and responsiveness 	<ul style="list-style-type: none"> A. Reflecting on practice B. Maintaining accurate records C. Communicating with school staff and community D. Participating in a professional community E. Growing and developing professionally F. Collection development and maintenance G. Managing the library budget H. Managing personnel I. Professional ethics

Speech Language Pathologist Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Speech Language Pathologist/OT/PT		School	
Observer	Post-conference Date	Observation Date	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, 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?	

Evaluator's Formative Observation Rating

Domain 2: Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing Rapport with Students	I	D	A	E	N A	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E	N A
B: Organizing Time Effectively	I	D	A	E	N A	B: Developing and Implementing Treatment Plans	I	D	A	E	N A
C: Establishing and Maintaining Clear Referral Procedures	I	D	A	E	N A	C: Communicating with Families	I	D	A	E	N A
D: Establishing Standards of Conduct in Treatment Center	I	D	A	E	N A	D: Collecting Information; Writing Reports	I	D	A	E	N A
E: Organizing Physical Space	I	D	A	E	N A	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N A

Domain 1: Planning	Comments/Ratings:
Domain 4: Professional	Comments/Ratings:

Other Professional's Signature

Date

Evaluator's Signature

Date

Framework for Speech Language Pathologist

Domain 1 Planning & Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
<ul style="list-style-type: none"> A. Demonstrating knowledge of skill in the specialist therapy area holding the relevant certificate or license B. Establishing goals for the therapy program appropriate to the setting and the students served C. Demonstrating knowledge of district state and federal regulations and guidelines D. Demonstrating knowledge of resources both within and beyond the school and district E. Planning the therapy program integrated with the regular school program to meet the needs of individual students F. Developing a plan 	<ul style="list-style-type: none"> A. Establishing rapport with students B. Organizing time effectively C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the treatment center E. Organizing physical space for testing of students and providing therapy 	<ul style="list-style-type: none"> A. Responding to referrals and evaluating student needs B. Developing and implementing treatment plans to maximize student success C. Communicating with families D. Collecting information; writing reports E. Demonstrating flexibility and responsiveness 	<ul style="list-style-type: none"> A. Reflecting on practice B. Collaborating with teachers and administrators C. Maintaining an effective data management system D. Participating in a professional community E. Engaging in professional development F. Showing professionalism including integrity advocacy and maintaining confidentiality

School Psychologist Post-Observation/Site Visit Conference Form

Directions: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

School Psychologist		School	
Observer	Post-conference Date	Observation Date	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, 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?	

Evaluator's Formative Observation Rating

Domain 2: Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing rapport with students	I	D	A	E	N A	A: Responding to referrals, consulting with teachers and administrators	I	D	A	E	N A
B: Establishing a culture for positive mental health throughout the school	I	D	A	E	N A	B: Evaluating student needs and compliance with NASP guidelines	I	D	A	E	N A
C: Establishing and maintaining clear procedures for referrals	I	D	A	E	N A	C: Chairing evaluation team	I	D	A	E	N A
D: Establishing standards of conduct in the testing center	I	D	A	E	N A	D: Planning interventions to maximize students' likelihood of success	I	D	A	E	N A
E: Organizing physical space for testing the students and storage of materials	I	D	A	E	N A	E: Maintaining contact with physicians and community mental health service providers	I	D	A	E	N A
						F: Demonstrating flexibility and responsiveness	I	D	A	E	N A

Domain 1: Planning & Preparation	Comments/Ratings:
Domain 4: Professional Responsibilities	Comments/Ratings:

School Psychologist's Signature

Date

Evaluator's Signature

Date

Framework for School Psychologist

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
<ul style="list-style-type: none"> A. Demonstrating knowledge and skill in using psychological instruments to evaluate students B. Demonstrating knowledge of child and adolescent development and psychopathology C. Establishing goals for the psychology program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district E. Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention F. Developing a plan to evaluate the psychology program 	<ul style="list-style-type: none"> A. Establishing rapport with students B. Establishing a culture for positive mental health throughout the school C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the testing center E. Organizing physical space for testing the students and storage of materials 	<ul style="list-style-type: none"> A. Responding to referrals, consulting with teachers and administrators B. Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines C. Chairing evaluation team D. Planning interventions to maximize students' likelihood of success E. Maintaining contact with physicians and community mental health service providers F. Demonstrating flexibility and responsiveness 	<ul style="list-style-type: none"> A. Reflecting on practice B. Communicating with families C. Maintaining accurate records D. Participating in a professional community E. Engaging in professional development F. Showing professionalism

School Psychologist Formal Observation & Formal Site Visit Document

School Psychologist	Evaluator	School
Observation Date		

Indicate the rating for each Performance Measure

Domain 1: Planning & Preparation	I	D	A	E	Comments:
1A Demonstrating knowledge and skill in using psychological instruments to evaluate students					
1B Demonstrating knowledge of child and adolescent development and psychopathology					
1C Establishing goals for the psychology program appropriate to the setting and the students served					
1D Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district					
1E Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention					
1F Developing a plan to evaluate the psychology program					
Overall Domain Comments:					

Domain 2: Environment	I	D	A	E	Comments:
2A Establishing rapport with students					
2B Establishing a culture for positive mental health throughout the school					

2C Establishing and maintaining clear procedures for referrals					
2D Establishing standards of conduct in the testing center					
2E Organizing physical space for testing the students and storage of materials					
Overall Domain Comments:					

Domain 3: Delivery of Service	I	D	A	E	Comments:
3A Responding to referrals, consulting with teachers and administrators					
3B Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines					
3C Chairing evaluation team					
3D Planning interventions to maximize student's likelihood of success					
3E Maintaining contact with physicians and community mental health service providers					
3F Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Domain 4: Professional Responsibilities	I	D	A	E	Comments:
4A Reflecting on practice					
4B Communicating with families					

4C Maintaining accurate records					
4D Participating in a professional community					
4E Engaging in professional development					
4F Showing professionalism					
Overall Domain Comments:					

Overall / Miscellaneous Comments

 Evaluatee Signature

 Date

 Observer Signature

 Date

School Psychologist Informal Observation or Site Visit Document

School Psychologist	Evaluator	School
Position	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced	Observation Date

Indicate the rating for each Performance Measure

Domain 2: Environment	I	D	A	E	Comments:
2A Establishing rapport with students					
2B Establishing a culture for positive mental health throughout the school					
2C Establishing and maintaining clear procedures for referrals					
2D Establishing standards of conduct in the testing center					
2E Organizing physical space for testing the students and storage of materials					
Overall Domain Comments:					

Domain 3: Delivery of Service	I	D	A	E	Comments:
3A Responding to referrals, consulting with teachers and administrators					
3B Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines					
3C Chairing evaluation team					

3D Planning interventions to maximize student's likelihood of success					
3E Maintaining contact with physicians and community mental health service providers					
3F Demonstrating flexibility and responsiveness					
Overall Domain Comments:					

Additional Comments

Evaluatee Signature

Date

Observer Signature

Date

**Principal / Assistant Principal
Reflective Practice, Working Conditions Goal, and Professional Growth
Planning Template**

Principal	
School	

Reflection on the Standards

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

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

8. Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success and well-being.</i>	I	D	A	E	
9. Operations and Management <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
10. School Improvement <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	

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.

Professional Growth Goal Statement:
Working Conditions Goal Statement:
Performance Standard/Measure connected to the PGP Goal and WCG Goal:
Activities to provide evidence for accomplishing the PGP Goal and WCG Goal:

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.

Ineffective	Developing	Accomplished	Exemplary
% and below	%- %	% - %	% and above

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

End of Year Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Professional Growth Goal and Working Conditions Goal.

End of Year Professional Growth Reflection:	End of Year Working Conditions Goal Growth Reflection:
PGP Status of Growth Goal(s): Continue: _____ Completed: _____ Continue with Revisions: _____	WCG Status of Growth Goal(s): Continue: _____ Completed: _____ Continue with Revisions: _____
Evaluatee Comments:	
Evaluator Comments:	

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

1:1 Site Visit (Principals)

Directions: Use this document for the principal/superintendent 1:1 site visit

Principal's Name: _____ Superintendent's Name: _____

1ST Site Visit Date: _____ 2nd Site Visit Date: _____

As a school leader to what extent do you provide leadership for:

<p>1) the <u>learning climate</u>?</p> <ul style="list-style-type: none"> a) Expect student ownership of learning/accommodation of diverse learning needs b) Student engagement c) Environment of compassion & mutual respect d) Lesson design for learning processes with empowering activities e) Value/use of student work f) Equitable access to technology/space/tools/times 	<p>Evidence for learning climate (Blended connections: student agency & positive work experience)</p>
<p>2) <u>classroom assessment and reflection</u>?</p> <ul style="list-style-type: none"> a) Expect revision of instructional strategies from student data b) Colleague reflection to improve practices using student work/data/observations/assignments c) Create rubrics for clear expectation of quality for student performance guidance d) Student use of feedback to improve work and self & peer assessment e) Instructional reflection for adjustments during student learning 	<p>Evidence for classroom assessment and reflection (Blended connection: actionable data/feedback)</p>
<p>3) <u>instructional rigor and student engagement</u>?</p> <ul style="list-style-type: none"> a) Expect clarification & sharing with students learning targets/criteria for success b) Monitor teachers to challenge student thinking/facilitate discussion with higher order questions/variety of approaches c) Integration of learning resources/texts for increased learning options d) Expect the integration of inquiry skills in learning experiences 	<p>Evidence for instructional rigor and student engagement (Blended connection: transparency of the learning goal)</p>
<p>4) <u>instructional relevance</u>?</p> <ul style="list-style-type: none"> a) Expect learning opportunities for students to pose & respond to meaningful, authentic questions b) Use a variety of technology that supports student learning c) Link concepts and key ideas to prior experiences/understandings/multiple representations/examples/explanations d) Monitor inclusion of essential work skills to equip students for future challenges e) Monitor incorporation of student experiences/interests/real-life situations for learning connections to community/society/current events. 	<p>Evidence for instructional relevance (Blended connections: meaningful work experience & mentor)</p>

5) knowledge of content? a) Ensure teachers use ways for students to monitor growth and track progress b) Utilization and understanding of content vocabulary c) Integration and implementation of standards-based courses/lessons/units d) Provide a rich repertoire of instructional strategies/resources/application	Evidence for knowledge of content (Blended connections: individual mastery & sustained quiet solitary reading time)
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In preparation for the Superintendent’s site visit prepare with the following:

6) Current student performance data analysis

7) Discuss how you foster effective human resource management with personnel and practices

SUMMATIVE RATINGS for PRINCIPAL & ASSISTANT PRINCIPAL

Evaluatee Name: _____	Evaluator Name: _____
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Directions: Evaluator will assign an Overall Summative Rating by following the three-step guidance below

Step 1: Assign the Overall Rating for each Performance Measure:

Performance Measures	Overall Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the Overall Performance Measure criteria below to determine Overall Summative Rating

<i>Criteria for Determining Overall Performance Measure for a Summative Rating</i>	
If...	Then...
Environment <u>and</u> Instruction are rated <i>Ineffective</i>	summative rating shall be <i>Ineffective</i>
Environment <u>or</u> Instruction are rated <i>Ineffective</i>	summative rating is <i>Developing</i> or <i>Ineffective</i>
Planning <u>or</u> Professionalism is rated <i>Ineffective</i>	summative rating shall not be <i>Exemplary</i>
Two performance measures are rated <i>Developing</i> and two are rated <i>Accomplished</i>	summative rating shall be <i>Accomplished</i> only if Environment or Instruction is rated <i>Accomplished</i>
Two performance measures are rated <i>Developing</i> and two are rated <i>Exemplary</i>	summative rating shall be <i>Accomplished</i> only if Environment or Instruction is rated <i>Exemplary</i>

Two performance measures are rated <i>Accomplished</i> and two are rated <i>Exemplary</i>	summative rating shall be <i>Exemplary</i> only if Environment or Instruction is rated <i>Exemplary</i>
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Step 3: Using the criteria in step 2 assign the Overall Summative Rating

<i>Overall Summative Performance Rating</i>	Ineffective	Developing	Accomplished	Exemplary
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Evaluator Comments:

Evaluator Signature:

Date

Evaluatee Comments:

Evaluatee Signature:

Date:

District Certified Administrator Evaluation Instrument

Standard 1: Vision

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	1.1 Vision and mission of the school are effectively communicated to staff, parents, students and community.	Meets	1.1 Vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.
Meets Does Not Meet	1.2 Core beliefs of the school vision are modeled for all stakeholders.	Meets	1.2 Stakeholders help construct the core beliefs of the school vision.
Meets Does Not Meet	1.3 Progress toward the vision and mission is communicated to all stakeholders.	Meets	1.3 Stakeholders know and help deliver the vision and mission of the school to the community.
Meets Does Not Meet	1.4 Assessment data related to student learning are used to develop the school vision and goals.	Meets	1.4 Assessment data is constantly used to re-develop the school vision and goals.
Meets Does Not Meet	1.5 Barriers to achieving the vision are identified, clarified, and addressed.	Meets	1.5 Barriers to achieving the vision are incorporated in the new goals for a better vision.
Meets Does Not Meet	1.6 Existing resources are used in support of the school vision and goals.	Meets	1.6 Needed resources are sought and obtained to support the implementation of the school mission and goals.

Comments:

Standard 2: School Culture and Learning

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	2.1 All individuals are treated with fairness, dignity and respect.	Meets	2.1 The school culture is evidently one in which all stakeholders are treated with fairness, dignity, and respect.
Meets Does Not Meet	2.2 Students feel valued and important.	Meets	2.2 Due to school culture students know they are valued and important.
Meets Does Not Meet	2.3 Responsibilities and contributions of each individual are acknowledged.	Meets	2.3 The use of symbols, ceremonies, and similar activities promote the contributions of individuals.
Meets Does Not Meet	2.4 A culture of high expectations for self, student, and staff performance is promoted.	Meets	2.4 All school staff have high expectations for student achievement.
Meets Does Not Meet	2.5 Student learning is assessed using a variety of techniques.	Meets	2.5 Plans instructional strategies that require higher order thinking to measure student learning.
Meets Does Not Meet	2.6 School culture and climate are assessed on a regular basis.	Meets	2.6 All decision-making involves the impact the culture has on the school.
Meets	2.7 Technologies are used by teachers in teaching and learning.	Meets	2.7 Teachers are expected to use and be monitored at all levels of technology in their teaching strategies.

Does Not Meet	
Meets	2.8 Pupil personnel programs are developed to meet the needs of students and their families.
Does Not Meet	
Meets	2.9 A variety of supervisory and evaluation models is employed.
Does Not Meet	
Meets	2.10 Gathers and appropriately uses data regarding student achievement to determine effectiveness of teaching and learning.
Does Not Meet	
Meets	2.11 Communicates and uses data with both leaders and teachers in order to inform instructional decisions and set and measure student performance goals.
Does Not Meet	

Meets	2.8 Monitoring of the FRYSC, school guidance programs and other pupil personnel is done to ensure the needs of students and families are being met.
Meets	2.9 Administrator demonstrates usage of supervisory/evaluation models to help teaching become distinguished.
Meets	2.10 Proactively identifies new challenges, moving proficient performance to exemplary level.
Meets	2.11 Provides opportunities for students to reflect on and monitor their own progress.

Comments:

Standard 3: Management

Expected Performance		Advanced Level Performance	
Meets	3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	Meets	3.1 Operational procedures are designed and managed to maximize opportunities for successful learning, teaching, and student development.
Does Not Meet			
Meets	3.2 School plant, equipment and support systems operate safely, efficiently and effectively.	Meets	3.2 Climate audit and a safe school audit are completed on a regular basis and result in proficient levels of climate and safety.
Does Not Meet			
Meets	3.3 Effective conflict resolution skills are used.	Meets	3.3 Consensus decision-making is used by administration
Does Not Meet			
Meets	3.4 Confidentiality and privacy of school records are maintained.	Meets	3.4 Confidentiality training for appropriate staff is conducted to maintain a confidential system of recording at all times.
Does Not Meet			
Meets	3.5 Effective communication skills are used.	Meets	3.5 All stakeholders are kept informed through the many methods of communication used by the administration.
Does Not Meet			
Meets	3.6 Responsibility is shared to maximize ownership and accountability.	Meets	3.6 Effective group-process and consensus building skills are used.
Does Not Meet			
Meets	3.7 Fiscal resources of the school are managed responsibly, efficiently, and effectively.	Meets	3.7 School bookkeeper attends all yearly update trainings to assure proper adherence to the state regulations.
Does Not Meet			
Meets	3.8 A safe, clean, and aesthetically pleasing school environment is created and maintained.	Meets	3.8 Proper and thorough records are kept by custodial staff to document all cleaning areas and the most effective manner of cleaning.
Does Not Meet			
Meets	3.9 Effective use of technology to manage the schools.	Meets	3.9 All staff documentation is kept in organized fashion through technology.
Does Not Meet			

Comments:

Standard 4: Collaboration

Expected Performance		Advanced Level Performance	
Meets	4.1 Relationships with community leaders are identified and nurtured.	Meets	4.1 High visibility, active involvement and effective communication with all community members are priorities.
Does Not Meet			
Meets	4.2 The school and community serve one another as resources.	Meets	4.2 There is outreach to different businesses, religious, political and social service agencies and organizations which can mutually serve in meeting needs.
Does Not Meet			

Meets Does Not Meet	4.3 Diversity is recognized and valued.	Meets s	4.3 Diverse partnerships with all community ethnic business groups are established to strengthen programs, support school goals, and promote diversity.
Meets Does Not Meet	4.4 Community collaboration is modeled for staff.	Meets s	4.4 Staff members attend community meetings to better understand methods in meeting the needs of students.
Meets Does Not Meet	4.5 Effective media relations are developed and maintained.	Meets s	4.5 School has written policy statement regarding how they communicate with the local media and maintains a productive collaborative partnership with the media.
Meets Does Not Meet	4.6 Public resources and funds are used appropriately and wisely.	Meets s	4.6 SBDM minutes support the usage of activity and local district monies efficiently to meet the needs of students and staff.

Comments:

Standard 5: Integrity, Fairness, Ethics

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	5.1 Demonstrates a personal and professional code of ethics.	Meets s	5.1 Relationships with all stakeholders reveal a personal and professional code of ethics with reflects deep integrity/respect.
Meets Does Not Meet	5.2 Serves as a role model.	Meets s	5.2 School, staff and community members speak of the administrator's positive character and leader traits as an exemplary role model for all.
Meets Does Not Meet	5.3 Accepts responsibility for school operations.	Meets s	5.3 Sets a growth plan to meet the needs of the school plan.
Meets Does Not Meet	5.4 Treats people fairly, equitably and with dignity and respect.	Meets s	5.4 Reviews disciplinary notices on students and staff through reflection.
Meets Does Not Meet	5.5 Protects the rights and confidentiality of the students and staff.	Meets s	5.5 Consistently follows all procedures to provide confidentiality and ultimate measures to protect all students and staff.
Meets Does Not Meet	5.6 Fulfills legal and contractual obligations.	Meets s	5.6 Adheres to all district, state and federal mandates with maximum outcomes.
Meets Does Not Meet	5.7 Opens the school to public scrutiny.	Meets s	5.7 Encourages in-school/out-of-school stakeholders to give feedback on all aspects of school operation.

Comments:

Standard 6: Political, Economic, Legal

Expected Performance		Advanced Level Performance	
Meets Does Not Meet	6.1 Applies laws and procedures fairly, wisely and considerately.	Meets s	6.1 All stakeholders are treated with respect and dignity.
Meets Does Not Meet	6.2 There is ongoing dialogue with representatives of diverse community groups.	Meets s	6.2 Seeks and maintains an excellent rapport with all ethnic community groups as demonstrated by administrator's membership or attendance in civic organizations.
Meets Does Not Meet	6.3 Public policy is shaped to provide quality education for students.	Meets s	6.3 Reviews school's policy and procedures to provide the highest quality of education.
Meets Does Not Meet	6.4 Lines of communication are developed with decision makers outside the school community.	Meets s	6.4 Documentation shows the administration maintains open lines of communication with all stakeholders.

Comments:

Evaluatee

Date

Evaluator

Date

SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee	Position
Evaluator	

Date(s) of Observation(s) 1st ___/___/___ 2nd ___/___/___ 3rd ___/___/___ 4th ___/___/___

Date(s) of Conference(s) 1st ___/___/___ 2nd ___/___/___ 3rd ___/___/___ 4th ___/___/___

	Ratings:
<u>Administrator Standards:</u>	
1. Vision (Instruction)	
2. School Culture and Learning (Environment)	
3. Management (Planning)	
4. Collaboration (Environment)	
5. Integrity, Fairness, Ethics (Professionalism)	
6. Political, Economic, Legal (Environment)	
	Overall Rating:

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. 2. 3. 4. 5. 6.

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Administrator's Signature

Date

Evaluator's Signature

Date

The signatures are verification that the formal evaluation was held and that the employee received the results.

Opportunities for appeal processes at both the local and state levels are a part of the McCracken County School district's evaluation plan.

Employment Recommendation to Central Office:

___ Meets standards for re-employment

___ Meets standards with reservation for re-employment

___ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within five (5) working days.

_____ School Year

_____ Enrichment

_____ Assistance

_____ Corrective

PROFESSIONAL GROWTH PLAN for DISTRICT ADMINISTRATORS

BOE

Evaluatee	Date	Work Site
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1. STANDARD(S):
2. PERFORMANCE EXPECTATION(S)
3. GROWTH OBJECTIVE(S) (Describe desired outcomes):
4. PRESENT STAGE OF DEVELOPMENT: Awareness Preparation
Implementation Refinement
5. PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE(S):
6. APPRAISAL METHOD AND TARGET DATES:
7. EVALUATEE'S COMMENTS:
8. EVALUATOR'S COMMENTS:

Beginning of Year - Growth Plan Developed:

Evaluatee	Date	Evaluatee	Date
[Circle One]			
End of Year:			
Achieved / Revised / Continued			

Evaluator	Date	Evaluator	Date
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SELF-REFLECTION for DISTRICT ADMINISTRATORS

District Administrator	
School Year	
Position	

I – ineffective; D – developing; A – accomplished; E – exemplary

Standard	Self-Assessment				Strengths and Areas of Growth
1-Vision: <i>The district administrator maintains and articulates the mission and vision of the McCracken County Schools through written and verbal communication and daily practices and interactions that leads to student achievement and school improvement.</i>	I	D	A	E	
2-School Culture and Learning: <i>The district administrator fosters the success of all students and each school by advocating and sustaining an academically rigorous, positive, and safe school climate for all.</i>	I	D	A	E	
3-Management: <i>The district administrator models effective communication skills, problem solving techniques, shares responsibility in the overall success of the McCracken County Schools.</i>	I	D	A	E	
4-Collaboration: <i>The district administrator builds positive-working PLC relationships with each principal and school leadership team for the success of students. Community collaboration is embraced and championed.</i>	I	D	A	E	
5-Integrity, Fairness, and Ethics: <i>The district administrator serves as a role model, protects the rights of staff and students through confidentiality, and adheres to all local, state, and federal guidelines/mandates.</i>	I	D	A	E	

<p>6-Political, Economic, and Legal: <i>The district administrator seeks and maintains an excellent rapport with ethnic community groups, reviews policy and procedures, and fosters the success of students through open lines of communication.</i></p>	I	D	A	E	
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