

McCreary County School District



Certified Evaluation Plan

2024 - 2025

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

The evaluation process and criteria will be explained to and discussed with all certified personnel annually within one month after the district's opening day (or within thirty days of employment). This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the employee's immediate supervisor.

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

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

All tenured teachers will be part of a three-year evaluation cycle, with each teacher receiving one observation annually. The cycle consists of a formative observation in the first year and a formative observation in the second year, and it culminates with a summative evaluation in the third year.

Each evaluator will be trained and approved to use appropriate evaluation techniques and local instruments and procedures.

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

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

McCreary County School District has adopted Vector Solutions, an online evaluation platform. This platform encompasses all aspects outlined in the certified evaluation plan in digital format. Please note that while the format might appear different, all essential components remain intact.

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held:

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

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50 / 50 Committee (Sasha Taylor – District Contact)	
Charlotte Barnett, Principal	Tony Smith, Teacher
Dr. Cindy Moore, Principal	Teresa Kidd, Teacher
Dr. Angela Loudermilk, Principal	Taylor Sumner, Teacher
Kathy Neal, Principal	Vonda Garland, Teacher
Dr. Sam Marple, Principal	Whitney Lay, Teacher

OVERVIEW of the CEP

The McCreary County Certified Evaluation Plan (CEP) has been developed with the guidance of 704 KAR 3:370, regulation 156.557, and the Working on the Work (WOW) document supplied by the Kentucky Department of Education. The following timetable will be used for the evaluation process for all certified employees under the position of the Superintendent.

Personnel	Frequency	Dates
Non-tenured	Evaluated Annually	<p>October 15 (or within 30 days after hire date): Personal Growth Plan (PGP) and 30-60-90 Plan developed and approved.</p> <p>April 15: At least two formative observations must be completed, with both pre and post-conference discussions required.</p> <p>May 1: Summative evaluation completed.</p>
Tenured	Evaluated at Least Once Every Year Over a Three-Year Cycle	<p>Year 1: October 15: PGP and 30-60-90 Plan developed and approved. April 15: Formative observation completed, with a post-conference required.</p> <p>Year 2: October 15: PGP and 30-60-90 Plan reviewed and updated. April 15: Formative observation completed, with a post-conference required.</p> <p>Year 3: October 15: PGP and 30-60-90 Plan reviewed and updated. May 1: Summative evaluation completed, with a post-conference required.</p>
Administrators	Evaluated Annually	<p>October 15 (or within 30 days after hire date): PGP and 30-60-90 Plan developed and approved.</p> <p>April 15: At least one scheduled site visit (1 hour) and one unscheduled site visit (1 hour) must be conducted.</p> <p>May 1: Summative evaluation completed.</p>

KEY POINTS of the CEP

- All certified employees beneath the position of the Superintendent will be evaluated in the following four performance measures: **Planning, Environment, Instruction, and Professionalism**. Evaluators will assign one of the following ratings to each performance measure: ***Ineffective, Developing, Accomplished, and Exemplary***. Each rating will be based on evidence supplied by the evaluatee and the professional judgement of the evaluator. The rating within each of the four performance measures will ultimately lead to a *single summative rating* based on the district's decision rules. **Note:** The performance criteria for each role group is identified later in the CEP.
- In order to arrive at the summative rating, the following decision rules will be used:

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

- All evaluators must meet CEP requirements including the initial 2-day training conducted by KDE prior to beginning the evaluation process. Evaluators who have already completed the initial 2-day training will complete the district-approved 6-hour update training. This 6-hour training will be approved by KDE for EILA credit. Evaluators will be required to complete a district-approved, specific observation training prior to conducting observations. This training will be offered annually in July prior to school beginning, and on an "as needed basis" during the year.
- The primary evaluator will be the immediate supervisor. The immediate supervisor will also assist in the development of the professional growth plan.
- Summative evaluations of certified personnel shall be documented in writing (on district-approved forms) and be included in the official personnel record documentation of the summative evaluation. All evidences used to determine an overall performance rating must be included in the documentation of the summative evaluation. District Administrator summative evaluations, principal evaluations, and all other summative evaluations will be placed in the personnel file at central office. The evaluation matrix for each school will list all certified employees, the cycle year, the assigned administrator, and the formative and summative observation dates. The electronic evaluation matrix will be sent to central office to be housed in a google folder.

- All certified employees will receive training regarding this CEP within 30 calendar days after having reported to work for the 2023-2024 school year.
- All certified employees are provided the opportunity to submit a written statement in response to the summative rating, which will be included in their personnel folder.
- All evaluators must meet CEP requirements prior to conducting a formative or summative evaluation.

TEACHERS

- Non-tenured teachers are evaluated annually, while tenured teachers undergo evaluations at least once each year, following a three-year cycle as specified in the timetable on page 4.
- Observations will be formative in nature and scheduled prior to the observation date. There will be two (2) observations and each will consist of 30-60 minutes, depending on the school's master schedule.
- A post-observation conference is required within ten (10) working days of the observation. Both the observation, the post-conference observation, and all monitoring are openly conducted with full knowledge of the evaluatee.
- The performance criteria used to evaluate teachers will be the Kentucky Framework for Teaching. The table below identifies each domain within the Kentucky Framework for Teaching and the specific performance measure with which it is most closely associated.

	Performance Measures			
Performance Criteria	Planning	Environment	Instruction	Professionalism
Kentucky Framework for Teaching	<i>Domain 1</i> Planning and Preparation	<i>Domain 2</i> Classroom Environment	<i>Domain 3</i> Instruction	<i>Domain 4</i> Professional Responsibilities

- Per requirements, the evaluation process will feature both required and optional evidences to help determine performance ratings within each performance measure and ultimately the summative rating. The table below identifies both types of evidences.

Evidence	Required / Optional	Documentation Process
Formative Observations	Required Evidence	Item will kept on district-approved forms with the evaluator
PGP	Required Evidence	Item will kept on district-approved forms with the evaluator
Lesson Plans	Optional Evidence	Item will be kept with evaluatee
Parent Communication Logs	Optional Evidence	Item will be kept with evaluatee
Student Growth Data	Optional Evidence	Item will be kept with evaluatee
Participation in PLCs	Optional Evidence	Item will be kept with evaluatee
Video Lessons	Optional Evidence	Item will be kept with evaluatee
Teacher Attendance / Duty	Optional Evidence	Item will be kept with evaluatee
Timely Grade Entry	Optional Evidence	Item will be kept with evaluatee
Professional Development	Optional Evidence	Item will be kept with evaluatee
Chalk Curr. Framework	Optional Evidence	Item will available to evaluate & evaluator

Formative and Summative Assessment Development	Optional Evidence	Item will be kept by evaluatee & evaluator
Readiness Benchmark Assessment Development	Optional Evidence	Item will be kept by evaluatee & evaluator
Student Recog. / Incentives	Optional Evidence	Item will be kept with evaluatee
Student Survey	Optional Evidence	Item will be kept with evaluatee
Behavior Referrals	Optional Evidence	Item will be kept by evaluatee & evaluator
Use of Google Classroom	Optional Evidence	Item will be kept by evaluatee & evaluator
Support Strategies	Optional Evidence	Item will be kept with evaluatee
Homebound	Optional Evidence	Item will be kept with evaluatee
Extension	Optional Evidence	Item will be kept with evaluatee
NTI Work and Reporting	Optional Evidence	Item will be kept with evaluatee
Extra-Curricular Event Assignments	Optional Evidence	Item will be kept by evaluatee & evaluator
SBDM Meeting Participation	Optional Evidence	Item will be kept by evaluatee & evaluator
Supervision Duties	Optional Evidence	Item will be kept by evaluatee & evaluator
Completion of Self-Reflection	Optional Evidence	Item will be kept by evaluatee & evaluator

- The following table indicates the specific evidence that supports each of the performance measures.

Planning	Environment	Instruction	Professionalism
Formal Observations PGP Lesson Plans Participation in PLCs Posting Grades Chalk Curr. Framework Form / Summ. Assessment Dev. Readiness Benchmark Assessment Development	Formal Observations PGP Parent Comm. Logs Student Recognition Incentives Student Surveys Behavior Referrals	Formal Observations PGP Student Growth Data Timely Grade Entry Use of Google Classroom Support Strategies Homebound Video Lesson Extension NTI Work and Reporting	Formal Observations PGP Participation in PLCs Teacher Attend. / Duty Professional Development Extra-Curricular Event Assignments SBDM Meeting Participation Completion of Self-Reflection

Teacher Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Teacher Name:									
1. Self-Assessment of Performance									
Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary						DATE:		DATE:	
	Component	Beginning of Year				End of Year (Prior to Summative)			
		I	D	A	E	I	D	A	E
DOMAIN 1 Planning and Preparation	1A – Demonstrating Knowledge of Content and Pedagogy								
	1B – Demonstrating Knowledge of Students								
	1C – Selecting Instructional Outcomes								
	1D – Demonstrating Knowledge of Resources								
	1E – Designing Coherent Instruction								
	1F – Designing Student Assessment								
DOMAIN 2 Classroom Environment	2A – Creating an Environment of Respect and Rapport								
	2B – Establishing a Culture of Learning								
	2C – Managing Classroom Procedures								
	2D – Managing Student Behavior								
	2E – Organizing Physical Space								
DOMAIN 3 Instruction	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								
DOMAIN 4 Professional Responsibilities	4A – Reflecting on Teaching								
	4B – Maintaining Accurate Records								
	4C – Communicating with Families								
	4D – Participating in a Professional Community								
	4E – Growing and Developing Professionally								
	4F – Demonstrating Professionalism								

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name:		
a. Professional Growth Goal(s) based on Self-Reflection form:		
<u>30-60-90</u> Plan for Reaching Goals		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		
<u>INITIAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____
<u>FINAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____

Formative Observation Notes

Teacher Name: _____ Date: _____

DOMAIN	NOTES
2A – Creating an Environment of Respect & Rapport	
2B – Establishing a Culture for Learning	
2C – Managing Classroom Procedures	
2D – Managing Student Behavior	
2E – Organizing Physical Space	
3A – Communicating with Students	
3B – Using Questioning & Discussion Techniques	
3C – Engaging Students in Learning	
3D – Using Assessments in Instruction	
3E – Demonstrating Flexibility & Responsiveness	

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Kentucky Framework for Teaching when deciding on performance ratings.

ENVIRONMENT	I	D	A	E
2A – Creating an Environment of Respect & Rapport				
2B – Establishing a Culture for Learning				
2C – Managing Classroom Procedures				
2D – Managing Student Behavior				
2E – Organizing Physical Space				
<i>OVERALL PERFORMANCE MEASURE RATING for PLANNING</i>				
INSTRUCTION	I	D	A	E
3A – Communicating with Students				
3B – Using Questioning & Discussion Techniques				
3C – Engaging Students in Learning				
3D – Using Assessments in Instruction				
3E – Demonstrating Flexibility & Responsiveness				
<i>OVERALL PERFORMANCE MEASURE RATING for ENVIRONMENT</i>				

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Feedback / Comments:

SUMMATIVE EVALUATION

Name of Evaluatee: _____

Date: _____

PERFORMANCE MEASURE	PERFORMANCE CRITERIA	EVIDENCES	Rating: Select 1 rating based on evidences and professional judgment
Planning	Ky. Framework for Teaching Planning and Preparation	Lesson Plans Participation in PLCs Posting Grades	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Environment	Ky. Framework for Teaching Classroom Environment	Formative Observations PLCs Communication Logs	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Instruction	Ky. Framework for Teaching Instruction	Formal Observations Student Growth Data Posting Grades	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Professionalism	Ky. Framework for Teaching Professionalism	PGP Participation in PLCs Teacher Att. / Duty	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

Feedback / Comments:

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

PRE-OBSERVATION DOCUMENT

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

Preconference (Planning Conference)

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

POST-OBSERVATION DOCUMENT

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

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

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

PRINCIPALS / ASSISTANT PRINCIPALS

- Administrators will be evaluated annually according to the timetable listed on page 4.
- A post-observation conference is required within ten (10) working days of the observation. Both the observation, the post-conference observation, and all monitoring are openly conducted with full knowledge of the evaluatee.
- The performance criteria used to evaluate principals and assistant principals will be the Professional Standards for Educational Leaders (PSEL). The table below identifies each standard and the specific performance measure with which it is most closely associated.

	Performance Measures			
Performance Criteria	Planning	Environment	Instruction	Professionalism
PSEL Standards	<i>Standard 1 Mission, Vision, and Core Values</i> <i>Standard 9 Operations and Management</i> <i>Standard 10 School Improvement</i>	<i>Standard 3 Equity and Cultural Responsiveness</i> <i>Standard 7 Professional Community for Teachers and Staff</i>	<i>Standard 4 Curriculum, Instruction and Assessment</i> <i>Standard 5 Community of Care and Support for Students</i> <i>Standard 6 Professional Capacity of School Personnel</i>	<i>Standard 2 Ethics and Professional Norms</i> <i>Standard 8 Meaningful Engagement of Families and Community</i>

- Per requirements, the evaluation process will feature both required and optional evidences to help determine performance ratings within each performance measure and ultimately the summative rating. The table below identifies both types of evidences.

Evidence	Required / Optional	Documentation Process
Formative Observations	Required Evidence	Item will kept on district-approved forms with the evaluator
PGP	Required Evidence	Item will kept on district-approved forms with the evaluator
Faculty Meeting Agenda / Minutes	Optional Evidence	Item will be kept with evaluatee
Dept./Grade Level Agenda / Minutes	Optional Evidence	Item will be kept with evaluatee
PLCs Agenda / Minutes	Optional Evidence	Item will be kept with evaluatee
Budgets	Optional Evidence	Item will be kept with evaluatee

Walk-Throughs	Optional Evidence	Item will be kept with evaluatee
EILA	Optional Evidence	Item will be kept with evaluatee
Parent / Community Engagement	Optional Evidence	Item will be kept with evaluatee
Master Schedule	Optional Evidence	Item will be kept with evaluatee
Student Performance Data	Optional Evidence	Item will be kept with evaluatee
SBDM Agenda / Minutes	Optional Evidence	Item will be kept with evaluatee

- The following table indicates the specific evidence that supports each of the performance measures.

Planning	Environment	Instruction	Professionalism
Formative Observation	Formative Observation	Formative Observation	Formative Observation
PGP	PGP	PGP	PGP
Master Schedule	Parent / Community Engagement	Student Performance Data	EILA
Budget	PLCs Agenda / Minutes	Walk through	PLCs Agenda / Minutes
PLCs Agenda / Minutes	Depart./ Grade Level Agenda / Minutes	Depart./ Grade Level Agenda / Minutes	
Depart./ Grade Level Agenda / Minutes	Faculty Agenda / Minutes	Faculty Agenda / Minutes	
Faculty Agenda / Minutes			
SBDM Agenda / Minutes			

Principal / Asst. Principal Professional Growth Plan (Self-Evaluation)

REQUIRED EVIDENCE

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
Planning Standard 1: Mission, Vision, and Core Values Standard 9: Operations and Management Standard 10: School Improvement	I D A E	I D A E
Environment Standard 3: Equity and Cultural Responsiveness Standard 7: Professional Community for Teachers and Staff	I D A E	I D A E
Instruction Standard 4: Curriculum, Instruction and Assessment Standard 5: Community of Care and Support for Students Standard 6: Professional Capacity of School Personnel	I D A E	I D A E
Professionalism Standard 2: Ethics and Professional Norms Standard 8: Meaningful Engagement of Families and Community	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name:		
a. Professional Growth Goal(s) based on Self-Reflection form:		
<u>30-60-90</u> Plan for Reaching Goals		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		
<u>INITIAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____
<u>FINAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____

Formative Observations Notes

Principal Name: _____

Date: _____

PLANNING

Standard 1 *Mission, Vision, and Core Values* **Standard 9** *Operations and Management* **Standard 10** *School Improvement*

NOTES:

ENVIRONMENT

Standard 3 *Equity and Cultural Responsiveness* **Standard 7** *Professional Community for Teachers and Staff*

NOTES:

INSTRUCTION

Standard 4 *Curriculum, Instruction and Assessment* **Standard 5** *Community of Care and Support for Students*
Standard 6 *Professional Capacity of School Personnel*

NOTES:

PROFESSIONALISM

Standard 2 *Ethics and Professional Norms* **Standard 8** *Meaningful Engagement of Families and Community*

NOTES:

Formative Observation Summary **REQUIRED**

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 1, 9, 10	Planning	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> Ineffective _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Developing _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Accomplished _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Exemplary _____ </div>
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 3 & 7	Environment	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> Ineffective _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Developing _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Accomplished _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Exemplary _____ </div>
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 4,5,6	Instruction	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> Ineffective _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Developing _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Accomplished _____ </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Exemplary _____ </div>
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 2, 8	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK: 		

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Summative Evaluation REQUIRED

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 1, 9, 10	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 3 & 7	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 4,5,6	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards 2, 8	Professional	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

OTHER PROFESSIONALS: Instructional Specialist, Speech Pathologist, Counselor, Media Specialist

- Non-tenured other professionals will be evaluated annually and tenured other professionals will be evaluated a minimum of once every three years according to the timetable listed on page 4.
- Observations will be formative in nature and scheduled prior to the observation date. There will be two (2) observations and each will consist of 30-60 minutes, depending on the school's master schedule.
- A post-observation conference is required within ten (10) working days of the observation. Both the observation, the post-conference observation, and all monitoring are openly conducted with full knowledge of the evaluatee.
- The performance criteria used to evaluate other professionals will be the Kentucky Framework for Teaching – Other Specialists. The table below identifies each domain within the Kentucky Framework for Teaching – Other Specialists and the specific performance measure with which it is most closely associated.

	Performance Measures			
Performance Criteria	Planning	Environment	Instruction	Professionalism
Kentucky Framework for Teaching for Specialists	<i>Domain 1</i> Planning and Preparation	<i>Domain 2</i> Environment	<i>Domain 3</i> Delivery of Service	<i>Domain 4</i> Professional Responsibilities

- Per requirements, the evaluation process will feature both required and optional evidences to help determine performance ratings within each performance measure and ultimately the summative rating. The table below identifies both types of evidences.

Evidence	Required / Optional	Documentation Process
Formative Observations	Required Evidence	Item will kept on district-approved forms with the evaluator
PGP	Required Evidence	Item will kept on district-approved forms with the evaluator
Lesson Plans	Optional Evidence	Item will be kept with evaluatee
Communication Logs / Report	Optional Evidence	Item will be kept with evaluatee
Student Growth Data	Optional Evidence	Item will be kept with evaluatee
Participation in PLCs	Optional Evidence	Item will be kept with evaluatee

Video Lessons	Optional Evidence	Item will be kept with evaluatee
Attendance / Duty	Optional Evidence	Item will be kept with evaluatee
Formal Data Reporting	Optional Evidence	Item will be kept with evaluatee
Professional Development	Optional Evidence	Item will be kept with evaluatee
EILA	Optional Evidence	Item will be kept with evaluatee
Scheduling of Students	Optional Evidence	Item will be kept with evaluatee
Maintaining Accurate Records	Optional Evidence	Item will be kept with evaluatee

- The following table indicates the specific evidence that supports each of the performance measures.

Planning	Environment	Instruction	Professionalism
Formal Observations	Formal Observations	Formal Observations	Formal Observations
PGP	PGP	PGP	PGP
Lesson Plans	Communication Logs	Student Growth Data	Participation in PLCs
Participation in PLCs		Posting Grades	Attendance / Duty
Posting Grades			Professional Development
Scheduling of Students			EILA
Maintaining Accurate Records			Maintaining Accurate Records

Inst. Specialist Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
Planning 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 program integrated with the overall school program 1F Developing a plan to evaluate the instructional support program	I D A E	I D A E
Environment 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	I D A E	I D A E
Instruction 3A Collaborating with teachers in the design of instructional units and lessons 3B Engaging students in learning 3C Sharing expertise with staff 3D Locating resources for teachers to support instructional improvement 3E Demonstrating flexibility and responsiveness	I D A E	I D A E
Professionalism 4A Reflecting on practice 4B Preparing and submitting budgets and reports 4C Coordinating work with other instructional specialists 4D Participating in a professional community 4E Engaging in professional development 4F Showing professionalism including integrity and confidentiality	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name:		
a. Professional Growth Goal(s) based on Self-Reflection form:		
<u>30-60-90</u> Plan for Reaching Goals		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		
<u>INITIAL</u> REVIEW of PGP <div style="display: flex; justify-content: space-between;"> <div>Evaluatee Signature: _____</div> <div>Date: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Evaluator Signature: _____</div> <div>Date: _____</div> </div>		
<u>FINAL</u> REVIEW of PGP <div style="display: flex; justify-content: space-between;"> <div>Evaluatee Signature: _____</div> <div>Date: _____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Evaluator Signature: _____</div> <div>Date: _____</div> </div>		

Formative Observations Notes

Evaluatee Name: _____

Date: _____

PLANNING

- 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 program integrated with the overall school program*
- 1F Developing a plan to evaluate the instructional support program*

NOTES:

ENVIRONMENT

- 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*

NOTES:

INSTRUCTION

- 3A Collaborating with teachers in the design of instructional units and lessons*
- 3B Engaging students in learning*
- 3C Sharing expertise with staff*
- 3D Locating resources for teachers to support instructional improvement*
- 3E Demonstrating flexibility and responsiveness*

NOTES:

PROFESSIONALISM
<p><i>4A Reflecting on practice</i></p> <p><i>4B Preparing and submitting budgets and reports</i></p> <p><i>4C Coordinating work with other instructional specialists</i></p> <p><i>4D Participating in a professional community</i></p> <p><i>4E Engaging in professional development</i></p> <p><i>4F Showing professionalism including integrity and confidentiality</i></p>
<p>NOTES:</p>

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

Other Professionals (Instructional Specialist)

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Kentucky Framework for Teaching – Other Specialists when deciding on performance ratings.

PLANNING	I	D	A	E
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 PERFORMANCE MEASURE RATING for PLANNING				
ENVIRONMENT	I	D	A	E
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 PERFORMANCE MEASURE RATING for ENVIRONMENT				
INSTRUCTION	I	D	A	E
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 PERFORMANCE MEASURE RATING for INSTRUCTION				

PROFESSIONALISM	I	D	A	E
4A - Reflecting on practice				
4B - Preparing and submitting budgets and reports				
4C - Coordinating work with other instructional specialists				
4D - Participating in a professional community				
4E - Engaging in professional development				
4F - Showing professionalism including integrity and confidentiality				
OVERALL PERFORMANCE MEASURE RATING for PROFESSIONALISM				

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Feedback / Comments:

Summative Evaluation REQUIRED – Instructional Specialists

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 1: Planning and Preparation		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 2: The Environment		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 3: Delivery of Service		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 4: Professional Responsibilities		
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Speech Path. Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
<p style="text-align: center;">Planning</p> <p><i>1A Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</i></p> <p><i>1B Establishing goals for the therapy program appropriate to the setting and the students served</i></p> <p><i>1C Demonstrating knowledge of District state and federal regulations and guidelines</i></p> <p><i>1D Demonstrating knowledge of resources both within and beyond the school and district</i></p> <p><i>1E Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></p> <p><i>1F Developing a plan to evaluate the therapy program</i></p>	I D A E	I D A E
<p style="text-align: center;">Environment</p> <p><i>2A Establishing rapport with students</i></p> <p><i>2B Organizing time effectively</i></p> <p><i>2C Establishing and maintaining clear procedures for referrals</i></p> <p><i>2D Establishing standards of conduct in the treatment center</i></p> <p><i>2E Organizing physical space for testing of students and providing therapy</i></p>	I D A E	I D A E
<p style="text-align: center;">Instruction</p> <p><i>3A Responding to referrals and evaluating student needs</i></p> <p><i>3B Developing and implementing treatment plans to maximize student success</i></p> <p><i>3C Communicating with families</i></p> <p><i>3D Collecting information; writing reports</i></p> <p><i>3E Demonstrating flexibility and responsiveness</i></p>	I D A E	I D A E
<p style="text-align: center;">Professionalism</p> <p><i>4A Reflecting on practice</i></p> <p><i>4B Collaborating with teachers and administrators</i></p> <p><i>4C Maintaining an effective data management system</i></p> <p><i>4D Participating in a professional community</i></p> <p><i>4E Engaging and professional development</i></p> <p><i>4F Showing professionalism including integrity advocacy and maintaining confidentiality</i></p>	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name:		
a. Professional Growth Goal(s) based on Self-Reflection form:		
<u>30-60-90</u> Plan for Reaching Goals		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		
<u>INITIAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____
<u>FINAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____

Formative Observations Notes

Evaluatee Name: _____

Date: _____

PLANNING

- 1A Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license*
- 1B Establishing goals for the therapy program appropriate to the setting and the students served*
- 1C Demonstrating knowledge of District state and federal regulations and guidelines*
- 1D Demonstrating knowledge of resources both within and beyond the school and district*
- 1E Planning the therapy program integrated with the regular school program to meet the needs of individual students*
- 1F Developing a plan to evaluate the therapy program*

NOTES:

ENVIRONMENT

- 2A Establishing rapport with students*
- 2B Organizing time effectively*
- 2C Establishing and maintaining clear procedures for referrals*
- 2D Establishing standards of conduct in the treatment center*
- 2E Organizing physical space for testing of students and providing therapy*

NOTES:

INSTRUCTION

- 3A Responding to referrals and evaluating student needs*
- 3B Developing and implementing treatment plans to maximize student success*
- 3C Communicating with families*
- 3D Collecting information; writing reports*
- 3E Demonstrating flexibility and responsiveness*

NOTES:

PROFESSIONALISM
<p><i>4A Reflecting on practice</i></p> <p><i>4B Collaborating with teachers and administrators</i></p> <p><i>4C Maintaining an effective data management system</i></p> <p><i>4D Participating in a professional community</i></p> <p><i>4E Engaging and professional development</i></p> <p><i>4F Showing professionalism including integrity advocacy and maintaining confidentiality</i></p>
<p>NOTES:</p>

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

Other Professionals (Speech Pathologist)

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Kentucky Framework for Teaching – Other Specialists when deciding on performance ratings.

PLANNING	I	D	A	E
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license				
1B - Establishing goals for the therapy program appropriate to the setting and the students served				
1C- Demonstrating knowledge of District state and federal regulations and guidelines				
1D -Demonstrating knowledge of resources both within and beyond the school and district				
1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students				
1F - Developing a plan to evaluate the therapy program				
OVERALL PERFORMANCE MEASURE RATING for PLANNING				
ENVIRONMENT	I	D	A	E
2A – Establishing rapport with students Accomplished: Specialist’s interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.				
2B - Organizing time effectively				
2C - Establishing and maintaining clear procedures for referrals				
2D - Establishing standards of conduct in the treatment center				
2E - Organizing physical space for testing of students and providing therapy				
OVERALL PERFORMANCE MEASURE RATING for ENVIRONMENT				
INSTRUCTION	I	D	A	E
3A - Responding to referrals and evaluating student needs				
3B - Developing and implementing treatment plans to maximize student success				
3C - Communicating with families				
3D - Collecting information; writing reports				
3E - Demonstrating flexibility and responsiveness				
OVERALL PERFORMANCE MEASURE RATING for INSTRUCTION				

PROFESSIONALISM	I	D	A	E
4A - Reflecting on practice				
4B - Collaborating with teachers and administrators				
4C - Maintaining an effective data management system				
4D - Participating in a professional community				
4E - Engaging and professional development				
4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
OVERALL PERFORMANCE MEASURE RATING for PROFESSIONALISM				

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Comments:

Summative Evaluation REQUIRED – Speech Pathologist

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 1: Planning and Preparation		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 2: The Environment		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 3: Delivery of Service		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 4: Professional Responsibilities		
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Counselor Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
Planning <i>1A Demonstrating knowledge of counseling theory and techniques</i> <i>1B Demonstrating knowledge of child and adolescent development</i> <i>1C Establishing goals for the counseling program appropriate to the setting and the students served</i> <i>1D Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</i> <i>1E Plan in the counseling program integrated with the regular school program</i> <i>1F Developing a plan to evaluate the counseling program</i>	I D A E	I D A E
Environment <i>2A Creating an environment of respect and rapport</i> <i>2B Establishing a culture for productive communication</i> <i>2C Managing routines and procedures</i> <i>2D Establishing standards of conduct and contributing to the culture for student behavior throughout the school</i> <i>2E Organizing physical space</i>	I D A E	I D A E
Instruction <i>3A Assessing student needs</i> <i>3B Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</i> <i>3C Using counseling techniques in individual and classroom programs</i> <i>3D Brokering resources to meet needs</i> <i>3E Demonstrating flexibility and responsiveness</i>	I D A E	I D A E
Professionalism <i>4A Reflecting on practice</i> <i>4B Maintaining records and submitting them in a timely fashion</i> <i>4C Communicating with families</i> <i>4D Participating in a professional community</i> <i>4E Engaging in professional development</i> <i>4F Showing professionalism</i>	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name:		
a. Professional Growth Goal(s) based on Self-Reflection form:		
<u>30-60-90</u> Plan for Reaching Goals		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		
<u>INITIAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____
<u>FINAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____

Formative Observations Notes

Evaluatee Name: _____

Date: _____

PLANNING

1A Demonstrating knowledge of counseling theory and techniques

1B Demonstrating knowledge of child and adolescent development

1C Establishing goals for the counseling program appropriate to the setting and the students served

1D Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

1E Plan in the counseling program integrated with the regular school program

1F Developing a plan to evaluate the counseling program

NOTES:

ENVIRONMENT

2A Creating an environment of respect and rapport

2B Establishing a culture for productive communication

2C Managing routines and procedures

2D Establishing standards of conduct and contributing to the culture for student behavior throughout the school

2E Organizing physical space

NOTES:

INSTRUCTION

3A Assessing student needs

3B Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs

3C Using counseling techniques in individual and classroom programs

3D Brokering resources to meet needs

3E Demonstrating flexibility and responsiveness

NOTES:

PROFESSIONALISM
<p><i>4A Reflecting on practice</i></p> <p><i>4B Maintaining records and submitting them in a timely fashion</i></p> <p><i>4C Communicating with families</i></p> <p><i>4D Participating in a professional community</i></p> <p><i>4E Engaging in professional development</i></p> <p><i>4F Showing professionalism</i></p>
<p>NOTES:</p>

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

Other Professionals (Counselor)

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Kentucky Framework for Teaching – Other Specialists when deciding on performance ratings.

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

4C - Communicating with families				
4D - Participating in a professional community				
4E - Engaging in professional development				
4F - Showing professionalism				
OVERALL PERFORMANCE MEASURE RATING for PROFESSIONALISM				

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Comments:

Summative Evaluation REQUIRED – Counselor

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 1: Planning and Preparation		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 2: The Environment		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 3: Delivery of Service		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 4: Professional Responsibilities		
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Media Spec. Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
Planning <i>1A Demonstrating Knowledge of Content Curriculum and Process</i> <i>1B Demonstrating Knowledge of Students</i> <i>1C Supporting Instructional Goals</i> <i>1D - Demonstrating Knowledge and Use of Resources</i> <i>1E- Demonstrating a Knowledge of Literature and Lifelong Learning</i> <i>1F - Collaborating in the Design of Instructional Experiences</i>	I D A E	I D A E
Environment <i>2A - Creating an environment of respect and rapport</i> <i>2B - Establishing a Culture for Learning</i> <i>2C - Managing Library Procedures</i> <i>2D - Managing student behavior</i> <i>2E - Organizing physical space</i>	I D A E	I D A E
Instruction <i>3A - Communicating Clearly and Accurately</i> <i>3B - Using Questioning and Research Techniques</i> <i>3C - Engaging Students in Learning</i> <i>3D - Assessment in instruction (whole class, one-on-one and small group)</i> <i>3E - Demonstrating Flexibility and Responsiveness</i>	I D A E	I D A E
Professionalism <i>4A - Reflecting on Practice</i> <i>4B - Maintaining Accurate Records</i> <i>4C - Communicating with School Staff and Community</i> <i>4D - Participating in a Professional Community</i> <i>4E - Growing and Developing Professionally</i> <i>4F - Collection Development and Maintenance</i> <i>4G - Managing the Library Budget</i> <i>4H - Managing Personnel</i> <i>4I - Professional ethics</i>	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name: _____

a. Professional Growth Goal(s) based on Self-Reflection form:

30-60-90 Plan for Reaching Goals

b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>

e. How will you assess your progress/success in addressing the Professional Growth Goal?

f. What is the expected impact on student learning of your professional learning activities?

INITIAL REVIEW of PGP

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

FINAL REVIEW of PGP

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Formative Observations Notes

Evaluatee Name: _____

Date: _____

PLANNING
<i>1A Demonstrating Knowledge of Content Curriculum and Process</i>
<i>1B Demonstrating Knowledge of Students</i>
<i>1C Supporting Instructional Goals</i>
<i>1D - Demonstrating Knowledge and Use of Resources</i>
<i>1E- Demonstrating a Knowledge of Literature and Lifelong Learning</i>
<i>1F - Collaborating in the Design of Instructional Experiences</i>
NOTES:

ENVIRONMENT
<i>2A - Creating an environment of respect and rapport</i>
<i>2B - Establishing a Culture for Learning</i>
<i>2C - Managing Library Procedures</i>
<i>2D - Managing student behavior</i>
<i>2E - Organizing physical space</i>
NOTES:

INSTRUCTION
<i>3A - Communicating Clearly and Accurately</i>
<i>3B - Using Questioning and Research Techniques</i>
<i>3C - Engaging Students in Learning</i>
<i>3D - Assessment in instruction (whole class, one-on-one and small group)</i>
<i>3E - Demonstrating Flexibility and Responsiveness</i>
NOTES:

PROFESSIONALISM
<i>4A - Reflecting on Practice</i> <i>4B - Maintaining Accurate Records</i> <i>4C - Communicating with School Staff and Community</i> <i>4D - Participating in a Professional Community</i> <i>4E - Growing and Developing Professionally</i> <i>4F - Collection Development and Maintenance</i> <i>4G - Managing the Library Budget</i> <i>4H - Managing Personnel</i> <i>4I - Professional ethics</i>
NOTES:

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

Other Professionals (Media Specialist)

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Kentucky Framework for Teaching – Other Specialists when deciding on performance ratings.

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

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Comments:

Summative Evaluation **REQUIRED – Media Specialist**

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 1: Planning and Preparation		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 2: The Environment		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 3: Delivery of Service		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 4: Professional Responsibilities		
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Psychologist Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
Planning <i>1A Demonstrating knowledge and skill in using psychological instruments to evaluate students</i> <i>2A Demonstrating knowledge of child and adolescent development and psychopathology</i> <i>3A Establishing goals for the psychology program appropriate to the setting and the students served</i> <i>4A Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</i> <i>5A Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</i> <i>6A Developing a plan to evaluate the psychology program</i>	I D A E	I D A E
Environment <i>1B Establishing rapport with students</i> <i>2B Establishing a culture for positive mental health throughout the school</i> <i>3B Establishing and maintaining clear procedures for referrals</i> <i>4B Establishing standards of conduct in the testing center</i> <i>5B Organizing physical space for testing the students and storage of materials</i>	I D A E	I D A E
Instruction <i>1C Responding to referrals consulting with teachers and administrators</i> <i>2C Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</i> <i>3C Chairing evaluation team</i> <i>4C Planning interventions to maximize student's likelihood of success</i> <i>5C Maintaining contact w/physicians & community mental health service providers</i> <i>6C Demonstrating flexibility and responsiveness</i>	I D A E	I D A E
Professionalism <i>1D Reflecting on practice</i> <i>2D Communicating with families</i> <i>3D Maintaining accurate records</i> <i>4D Participating in a professional community</i> <i>5D Engaging in professional development</i> <i>6D Showing professionalism</i>	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name: _____		
a. Professional Growth Goal(s) based on Self-Reflection form:		
<u>30-60-90</u> Plan for Reaching Goals		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		
<u>INITIAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____
<u>FINAL</u> REVIEW of PGP		
Evaluatee Signature: _____		Date: _____
Evaluator Signature: _____		Date: _____

Formative Observations Notes

Evaluatee Name: _____

Date: _____

PLANNING

- 1A Demonstrating knowledge and skill in using psychological instruments to evaluate students*
- 2A Demonstrating knowledge of child and adolescent development and psychopathology*
- 3A Establishing goals for the psychology program appropriate to the setting and the students served*
- 4A Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district*
- 5A Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention*
- 6A Developing a plan to evaluate the psychology program*

NOTES:

ENVIRONMENT

- 1B Establishing rapport with students*
- 2B Establishing a culture for positive mental health throughout the school*
- 3B Establishing and maintaining clear procedures for referrals*
- 4B Establishing standards of conduct in the testing center*
- 5B Organizing physical space for testing the students and storage of materials*

NOTES:

INSTRUCTION

- 1C Responding to referrals consulting with teachers and administrators*
- 2C Evaluating student needs and compliance with national Association of school psychologists NASP guidelines*
- 3C Chairing evaluation team*
- 4C Planning interventions to maximize student's likelihood of success*
- 5C Maintaining contact with physicians and community mental health service providers*
- 6C Demonstrating flexibility and responsiveness*

NOTES:

PROFESSIONALISM
<p><i>1D Reflecting on practice</i></p> <p><i>2D Communicating with families</i></p> <p><i>3D Maintaining accurate records</i></p> <p><i>4D Participating in a professional community</i></p> <p><i>5D Engaging in professional development</i></p> <p><i>6D Showing professionalism</i></p>
<p>NOTES:</p>

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

Other Professionals (School Psychologist)

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Kentucky Framework for Teaching – Other Specialists when deciding on performance ratings.

PLANNING	I	D	A	E
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 PERFORMANCE MEASURE RATING for PLANNING				
ENVIRONMENT	I	D	A	E
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 PERFORMANCE MEASURE RATING for ENVIRONMENT				
INSTRUCTION	I	D	A	E
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 PERFORMANCE MEASURE RATING for INSTRUCTION				
PROFESSIONALISM	I	D	A	E
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 PERFORMANCE MEASURE RATING for PROFESSIONALISM				

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Comments:

Summative Evaluation REQUIRED – School Psychologist

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 1: Planning and Preparation		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 2: The Environment		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 3: Delivery of Service		
EVIDENCE USED / FEEDBACK:		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
Kentucky Framework for Teaching – <i>Other Specialists</i>	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
Domain 4: Professional Responsibilities		
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

DISTRICT PERSONNEL: Director of Special Ed., Director of Pupil Personnel, Transportation Director, Director of Food Services, Director of District Programs, Director of Federal Programs, District Instructional Supervisor, Athletic Director, Augment Director

- District certified personnel will be evaluated annually according to the timetable listed on page 4.
- Observations will be formative in nature and scheduled prior to the observation date. There will be two (2) observations and each will consist of 30-60 minutes.
- A post-observation conference is required within ten (10) working days of the observation. Both the observation, the post-conference observation, and all monitoring are openly conducted with full knowledge of the evaluatee.
- The performance criteria used to evaluate district personnel will be the Professional Standards for Education Leaders. The table below identifies how the various standards align with the four performance measure.

	Performance Measures			
Performance Criteria	Planning	Environment	Instruction	Professional
PSEL Standards	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 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community

- Per requirements, the evaluation process will feature both required and optional evidences to help determine performance ratings within each performance measure and ultimately the summative rating. The table below identifies both types of evidences.

Evidence	Required / Optional	Documentation Process
Formative Observations	Required Evidence	Item will kept on district-approved forms with the evaluator
PGP	Required Evidence	Item will kept on district-approved forms with the evaluator
Communication Logs / Report	Optional Evidence	Item will be kept with evaluatee
Student Growth Data	Optional Evidence	Item will be kept with evaluatee
Participation in PLCs	Optional Evidence	Item will be kept with evaluatee
Attendance / Duty	Optional Evidence	Item will be kept with evaluatee
Formal Data Reporting	Optional Evidence	Item will be kept with evaluatee
Professional Development	Optional Evidence	Item will be kept with evaluatee
EILA	Optional Evidence	Item will be kept with evaluatee
Maintaining Accurate Records	Optional Evidence	Item will be kept with evaluatee
Maintaining State / Federal Required Records	Optional Evidence	Item will be kept with evaluatee

- The following table indicates the specific evidence that supports each of the performance measures.

Planning	Environment	Instruction	Professionalism
Formal Observations	Formal Observations	Formal Observations	Formal Observations
PGP	PGP	PGP	PGP
Participation in PLCs	Communication Logs	Student Growth Data	Participation in PLCs
Maintaining Accurate Records			Attendance / Duty
			Professional Development
			EILA
Maintaining State / Federal Required Records			Maintaining Accurate Records

District Cert. Professional Growth Plan (Self-Evaluation) **REQUIRED EVIDENCE**

Name: _____

Date: _____

Performance Measure	Beginning Score	Ending Score (Completed prior to Summative Evaluation Conference)
Planning Standard 1: Mission, Vision, and Core Values Standard 9: Operations and Management Standard 10: School Improvement	I D A E	I D A E
Environment Standard 3: Equity and Cultural Responsiveness Standard 7: Professional Community for Teachers and Staff	I D A E	I D A E
Instruction Standard 4: Curriculum, Instruction and Assessment Standard 5: Community of Care and Support for Students Standard 6: Professional Capacity of School Personnel	I D A E	I D A E
Professionalism Standard 2: Ethics and Professional Norms Standard 8: Meaningful Engagement of Families and Community	I D A E	I D A E

Professional Growth Plan (including 30-60-90 Plan) **REQUIRED EVIDENCE**

Name: _____

a. Professional Growth Goal(s) based on Self-Reflection form:

30-60-90 Plan for Reaching Goals

b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
		<i>First 30 Instructional Days</i>
		<i>Next 60 Instructional Days</i>
		<i>Last 90 Instructional Days</i>

e. How will you assess your progress/success in addressing the Professional Growth Goal?

f. What is the expected impact on student learning of your professional learning activities?

INITIAL REVIEW of PGP

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

FINAL REVIEW of PGP

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Formative Observations Notes

Professional Name: _____

Date: _____

PLANNING

Standard 1 *Mission, Vision, and Core Values* **Standard 9** *Operations and Management* **Standard 10** *School Improvement*

NOTES:

ENVIRONMENT

Standard 3 *Equity and Cultural Responsiveness* **Standard 7** *Professional Community for Teachers and Staff*

NOTES:

INSTRUCTION

Standard 4 *Curriculum, Instruction and Assessment* **Standard 5** *Community of Care and Support for Students*
Standard 6 *Professional Capacity of School Personnel*

NOTES:

PROFESSIONALISM

Standard 2 *Ethics and Professional Norms* **Standard 8** *Meaningful Engagement of Families and Community*

NOTES:

Formative Evaluation Summary Form **REQUIRED EVIDENCE**

District Certified Personnel

Evaluatee:		Evaluator:	
Grade Level:		School:	
Content Area:		Eval. Position:	
Date of Observation:		Time:	

Directions: The evaluator will refer to the rubric found within the Professional Standards for Educational Leaders when deciding on performance ratings.

PLANNING	I	D	A	E
Standard 1: Mission, Vision, and Core Values				
Standard 9: Operations and Management				
Standard 10: School Improvement				
OVERALL PERFORMANCE MEASURE RATING for PLANNING				
ENVIRONMENT	I	D	A	E
Standard 3: Equity and Cultural Responsiveness				
Standard 7: Professional Community for Teachers and Staff				
OVERALL PERFORMANCE MEASURE RATING for ENVIRONMENT				
INSTRUCTION	I	D	A	E
Standard 4: Curriculum, Instruction and Assessment				
Standard 5: Community of Care and Support for Students				
Standard 6: Professional Capacity of School Personnel				
OVERALL PERFORMANCE MEASURE RATING for INSTRUCTION				
PROFESSIONALISM	I	D	A	E
Standard 2: Ethics and Professional Norms				
Standard 8: Meaningful Engagement of Families and Community				
OVERALL PERFORMANCE MEASURE RATING for PROFESSIONALISM				

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Feedback / Comments:

Summative Evaluation **REQUIRED – District Certified**

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards Standard 1, 9, 10	Planning	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK: 		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards Standards 3 , 7	Environment	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK: 		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards Standards 4, 5, 6	Instruction	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK: 		

Performance Criteria	Performance Measure	Rating: Select 1 performance rating
PSEL Standards Standards 2, 8	Professionalism	Ineffective _____ Developing _____ Accomplished _____ Exemplary _____
EVIDENCE USED / FEEDBACK:		

SUMMATIVE RATING DECISION RULES	
IF....	THEN...
The ENVIRONMENT MEASURE <u>and</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE <u>or</u> INSTRUCTION MEASURE are rated INEFFECTIVE	The summative rating shall be DEVELOPING <u>or</u> INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE is rated INEFFECTIVE	The summative rating shall not be EXEMPLARY.
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The summative rating shall be EXEMPLARY

Summative Professional Rating: _____

<u>Feedback / Comments:</u>

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Corrective Action Plan

A corrective action plan is a plan developed collaboratively by the evaluator and the evaluatee. The plan may be written at any time during the school year when improvement is needed to correct one or more deficiencies that cannot wait for the formal observation, but shall be written if the evaluatee receives an “ineffective” for any component in any of the four (4) domains. Specific assistance and activities are identified in the corrective action plan.

Corrective action plans shall be reviewed continuously (at least once every 30 days) until performance is determined to achieve the defined goals/objectives. Review of corrective action plans shall be documented on the McCreary County School District Corrective Action form.

It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in achieving the goals/objectives identified in the corrective action plan.

Please see page 78 for the Corrective Action Form

Local Appeals Procedure

(a) The certified employees of the local school district shall elect two (2) members to serve on the local appeals panel. The two (2) certified staff members receiving the highest number of votes shall serve as the selected members. Alternates shall be listed according to highest number of votes received. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board of Education shall appoint one (1) certified staff member to the appeals panel. The committee shall elect a chairperson for each appeals process.

The Board of Education shall also appoint one certified employee as alternate to serve in the absence of the first appointee. (Interning certified staff are not eligible to serve on the appeals panel.)

(b) The members of the appeals panel shall be elected/appointed for a two-year term (a year defined as running from July 1 to June 30) with the option of being re-elected or reappointed.

(c) Any certified employee who requests a review of his/her summative evaluation by the local appeals panel shall submit a written request to the local appeals panel within five (5) working days of receipt of the evaluation. Appeals shall be presented on forms prepared by the local district. No member of the panel shall serve on any appeal in which he/she was the evaluator. No panel member shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law).

(d) Panel members shall meet at a time and place set by the chairperson. The appealing employee and the evaluator shall be notified of the meeting time and place; the hearing shall otherwise be a closed meeting. Both the appealing employee and employer shall be provided copies of all documentation submitted.

(e) The appealing employee shall release to the panel all evaluation material/information. The chairperson shall review all submitted information and may disallow information to be presented in the hearing which is determined if relevant to the appeal. The burden of proof shall be on the employee to the panel. The evaluator shall be allowed the opportunity to respond to the claims of the appealing employee and to present written record which supports the summative evaluation. The panel shall review all documents presented to it and be allowed to interview both the appealing employee and the evaluator. The appealing employee and employer have a right to representation.

(f) Upon receiving the request the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide legal counsel for the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. Within three (3) working days an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to

present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The three (3) member panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. The panel may determine if there is a need to tape record the hearing. Tape(s) shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing for future discussions of the panel.

(g) The panel shall make a recommendation to the district superintendent within fifteen (15) working days from the date of filing the appeal. The superintendent shall file the recommendation in the employee's personnel file with the original evaluation form.

(h) The panel's recommendation may include one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

State Appeals Procedure

a) The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.

(b) The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.

(c) The State Evaluation Appeals Panel, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.

(d) If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.

(e) A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

McCreary County School District
Appeals Panel Hearing Request Form

I, _____ have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative evaluation have been thoroughly discussed with the evaluator.

I respectfully request the _____ School District Evaluation Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

____ substance

____ procedure

____ both substance & procedure

_____ Signature

_____ Date of Summative conference

_____ Date Evaluator notified of intent to appeal

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference.

**McCreary County School District
Corrective Action Plan**

EMPLOYEE NAME:		EMPLOYEE ID#:	
JOB TITLE:		AREA:	
REVIEWED BY:		DATE OF INITIAL CAP REVIEW:	
CAP REVIEW PERIOD:	FROM:	TO:	

The purpose of this Corrective Action Plan is to assist you with correcting performance discrepancies. If there are any additional resources you may need or concerns that may prevent you from meeting the performance expectations listed below, please let me know immediately.

SECTION I - PERFORMANCE STANDARDS/EXPECTATIONS

List the performance results that are expected. The standards should communicate observable, specific indicators of successful performance expressed in terms of Quantity, Quality, Timeliness, Cost, or Outcomes.

SECTION II - PERFORMANCE DISCREPANCIES

List specific examples of the unsatisfactory performance that require immediate improvement. The discrepancies should reflect performance gaps between expected results and current observed performance.

SECTION III - ACTION PLAN

List the action steps that will be taken by the employee and the supervisor. The action steps should be aimed at correcting the employee's performance.

Progress towards these requirements will be assessed (☐ daily, ☐ weekly, ☐ monthly). These performance discrepancies are serious and failure to make immediate and sustained improvement in your work performance will result in further corrective action up to and including termination of employment with McCreary County Board of Education. The completed CAP will be stored in your personnel file.

In addition, should it become evident that there is no significant measurable improvement made prior to the completion of the (☐ 30, ☐ 60, ☐ 90) calendar day Corrective Plan Cycle, we will take immediate action up to and including termination.

SECTION IV – CAP ESTABLISHMENT SIGNATURES:

The signatures below indicate that the supervisor and employee have discussed the above performance improvement expectations.

Employee's Signature:	Date:
Supervisor's Signature:	Date:
Superintendent Signature:	Date:

SECTION V - FOLLOW UP REVIEW:

- ☐ Employee has successfully improved performance as described in Section I, Section II and Section III. Continued and sustained improvement is required in effort to maintain satisfactory performance.

☐ Employee has failed to improve performance as described in Section I, Section II and Section III.

SECTION VI – FOLLOW-UP REVIEW SIGNATURES:

The signatures below indicate that the supervisor and employee have discussed the completed performance improvement plan. A signature indicates the review has occurred; not necessarily agreement with the results.

Employee's Signature:	Date:
Supervisor's Signature:	Date:
Superintendent Signature:	Date:

Additional Comments:

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